

Bawdsey CEVC Primary School

SEND Policy



Reviewed: February 2024

Next Review: February 2025

Review frequency: Annually

Approval: Full Governing Body

Legislation: Maintained schools – The Education (Special Educational Needs) (Information) Regulations 1999: SI 1999/2506. Also see The Special Educational Needs Code of Practice 2021 (P106, paragraph 6.79 Publishing information: SEN information report)

Aims and Objectives

This policy accepts the definition of Special Education Needs and Disability (SEND) as set out in the SEND Code of Practice. It reflects the approach to and arrangements for SEND outlined in the Children and Families Act 2014.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities, so that they have access to learning and opportunities alongside peers with appropriate adaptations made for their individual needs and, where appropriate, interventions to help reduce or remove barriers to inclusion. Where the school has determined that a child has SEND, those needs will be made known to all who are likely to teach or support them in school, shared with parents/ carers along with provision and aims and also with appropriate agencies and advisors (after parent/carer permission has been sought). The child will also be involved in target setting and know what the interventions or support are for them.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND. The SEND governor has a key role in working with the SENDCo, acting as a critical friend to ensure that the school are meeting the needs of children with additional needs and disabilities and complying with current legislation and guidance.

All staff will ensure children with SEND are included in school activities (both in school and within opportunities off site) as far as it is safe to do so, making sure all reasonable adaptations and appropriate interventions are in place.

Responsible Persons

The 'responsible person' for SEND is Mrs. Nancy Darke (SENDCo) and in her absence, the Headteacher, Mrs Katie Butler. The person co-ordinating the day to day provision of education for pupils with SEND is also Mrs. Darke. The SEND Governor is Rev. Simon Cake.

Definition of Special Educational Needs

Special educational needs (SEN), according to the SEND Code of Practice 2015 (updated 2021):

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the

same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition for SEND outlined above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)."

* A person has a disability if he/she has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities (Disability Discrimination Act, 1995)

Role of the Inclusion Manager/ Special Needs Coordinator (SENDCO)

Nancy Darke is responsible for the arrangements for SEND provision throughout the school. As Inclusion Leader, Nancy has responsibility for:

- Implementing the day-to-day operation of the school's SEND policy
- Coordinating identification of and provision for children with SEND and overseeing their records.
- Ensuring that applications are made and reviewed regularly for children needing EHCP assessments.
- Updating the provision map and ensuring that pupils with SEND have the correct support and interventions to be able to be engaged fully in the curriculum regardless of their barriers and to have additional provision to try to remove said barriers as far as is possible.
- Liaising with parents/carers
- Liaising with external agencies including Suffolk's Special Education Services, Speech and Language advisors, Specialist Assessors, and Health and Social Services
- Liaising with Headteacher and named governor for SEND, as well as with all teachers and TAs.
- Training and support across the school to ensure that all involved with meeting the needs of children with additional needs and disabilities are able to effectively meet their legal responsibilities to do so (all teachers are responsible for SEND in schools).
- Monitoring the progress made by SEND children termly through PLPs and EHCP reviews, as well as data and key marginal information.
- Taking the role of lead professional in Early Help meetings.

Our SENDCo has the following additional qualifications and experience:

- Masters degree in Education, specialising in autism and behavioural difficulties. This includes the SENDCo qualification.
- Higher Diploma in Specific Learning Difficulties (dyslexia)
- Mental Health First Aider (level 3, training other first aiders).
- Suicide First Aid.
- Thrive Practitioner
- Safeguarding Designate (alternate)
- Developmental Trauma training
- Various training for working with Looked After Children
- CAF training
- Senior Mental Health Lead in schools award

Local Offer

The 'Local Offer' is Suffolk's offer of Special Needs services within the local area. More information can be found on:

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer>

Bawdsey CEVCP Primary's SEND local offer (School information report)

This is a report detailing all the services, interventions and provision provided for children with SEND within Bawdsey CEVCP Primary School. Please see the school website for the full SEND offer and provision map. <https://www.bawdseyprimary.com/>

Admission

All children with SEND are afforded the same rights as other children in terms of their admission to school. However, children who have undergone a statutory Assessment and are having their needs met through the provision of an Education Health Care plan, are given priority as part of the authority's school admissions procedures. Children with SEND, whether they have an EHCP or not, are accepted and supported by Bawdsey CEVCP Primary School and we do our best to make all reasonable adaptations – and more than this where we can!

Identification and Assessment

Teachers will consult the SENDCo when a pupil fails to make progress or shows signs of any of the following:

- Difficulty acquiring literacy and numeracy skills
- Emotional and social difficulties (including behaviours which are communicating this need).
- Sensory or physical needs.
- Health or medical needs
- Communication or interaction difficulties
- Cognition and Learning difficulties

The school then follows the Graduated Response, which is an 'Assess, Plan, Do, Review' approach. Assessment allows the child to show what they know, understand, and can do, and it identifies any specific learning difficulties. If, after following two or more cycles of the Graduated Response, with appropriate interventions and/or support in place, a child has not begun narrowing gaps or shown improved ability to access the curriculum, the school will seek additional advice and support from other agencies and, if appropriate, may apply for an EHCP (Education, Health and Care) plan.

Application for EHCP plans – to apply successfully for an EHCP needs assessment (the first step for seeking an EHCP), the legal criterion are:

“As per s36(8) Children and Families Act 2014 (“CAFA”):

The local authority must secure an EHC needs assessment for the child or young person if... the authority is of the opinion that —
(a) the child or young person has or may have special educational needs, and

(b) it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.”

In Suffolk, the school need to demonstrate that there is a significant barrier to learning or inclusion that is not able to be reduced or accommodated through normal, quality first, school provision. They should be able to demonstrate that the school have tried different approaches through two or more cycles of the Graduated Approach (see above) to meeting need and can evidence that there is still a special educational need and that progress is still limited after such interventions. Nancy Darke, Bawdsey School’s SENDCo, will talk to parents/carers on an individual basis if it is felt that this may be appropriate for a child, and will seek their support in applying. **They reserve the right to decline to apply for an EHCPNA where there is no clear evidence of need seen in school, or may delay application where there are still strategies that need to be tried first. However, in the very unusual circumstance that parents/carers still want to apply against the SENDCo’s advice, or where there is a disagreement about next steps, we will support parents to make their own referral, as is their statutory right, and will provide such evidence as may be available on request from the Local Authority.**

Children with SEND may be identified at any stage during their school life and some differences or challenges may only emerge when the child gets older and their skills lag behind their chronological age. SEND provision is intended to be time limited where possible, with the aim of the child making accelerated progress towards being able to access all aspects of learning with only normal classroom provision. For some children, their difficulties maybe longer term, but there is always the aim to increase independence and access as far as is possible for the individual.

In the Foundation Stage and Years 1 and 2 the assessments used are:

- Thrive Screening for all children, leading to a class action plan and additional individual screening for some children (see below).
- Identification of need using Early Years foundation stage goals- (Nursery and Reception) Teacher/TA observations – on going formative (day to day) assessment (Assessment for Learning)
- Engagement model target setting and assessment for children working at below the level of being able to engage in formal learning alongside peers, where they still need to learn through play and kinaesthetic approaches because of a very significant barrier to learning.
- All children have a screening with our Language Link assessment programme.
- Informal and formal meetings with parents. carers to raise and discuss concerns
- Formal teacher assessments once a term in reading, writing and maths
- Pupil Progress meetings
- Termly staff meetings to discuss children who are of concern
- Termly inclusion meetings
- KS1 SAT's assessment
- Little Wandle phonics assessments termly.
- Termly meetings with the Health Visitor, Marc Osborn, to discuss any children younger than 5 years and concerns, so that there is a joint assessment and support approach.
- PIXL termly assessments
- Literacy Gold spelling from year 2 as appropriate, linked to National Curriculum key words.

In Key stage 2 (Yrs 3, 4, 5, 6) the assessments used are:

- Thrive Screening for all children, leading to a class action plan and, for some identified children, additional individual screening (see below).
- Teacher/TA observations- ongoing formative assessment -(Assessment for Learning)
- Informal and formal meetings with parents/ carers to raise and discuss concerns
- Formal optional SATs assessments in reading, writing and maths twice a year
- PIXL termly assessments
- Literacy Gold spelling, linked to National Curriculum key words.
- Pupil Progress meetings
- Termly staff meetings to discuss children who are of concern
- Termly inclusion meetings
- End of Key Stage 2 SATs tests

For children who have been raised as showing difficulties with learning for any reason, there are a number of additional assessments available, which are used depending on the area where the young person has a barrier. Some of these are offered in school and others require us to apply for advisory or specialist support in order to administer them:

- Dyslexia and Dyspraxia screening assessments (through Indigo House).
- Reading and spelling assessments
- Maths assessments
- Phonological assessment battery
- Assessments as part of interventions, which specifically measure their impact on learning.
- Sensory assessment/screening
- ASD/Connors questionnaires
- Speech and Language Link assessments
- BPVS assessment of language skills
- Thrive individual screening assessments and action plans.
- Assessment and planning through the Engagement model (for children with significant, high level needs who cannot be supported or assessed using materials used for mainstream children).
- Personal Learning Plans (PLPs), with SMART targets which are checked, updated and reviewed frequently as part of a working document – with at least half termly reviews in place and termly sharing with parents/carers. These targets are also used to assess impact of additional intervention/actions taken, particularly where a child is making progress that is not measurable in line with peers through National Curriculum levels.

Inclusion & providing the graduated response: SEND Support as part of Quality First Teaching and Learning.

Please see also the overview of the Graduated Response to Schools and Settings Document, which forms part of the local offer and is linked to this document.

<https://www.suffolk.gov.uk/asset-library/imported/graduated-response-to-support-schools-and-settings.pdf>

Staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Suffolk Authority

The Curriculum will be made available for all pupils. Where pupils have SEND, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

Bawdsey Primary will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the pupils' SEND, the action taken and the outcomes. This may initially be through observation and assessment, and then formalised through the writing of a Personalised Education Plan (PLP). Application for an EHCP will only happen (other than in exceptional circumstance) if there is a body of evidence that all appropriate strategies, support and intervention available within school provision have been tried and have not had sufficient impact to manage and/or remove barriers to inclusion. The evidence for this in our school is through the Graduated Response, as recommended by the Suffolk Local Authority.

(See separate document – Bawdsey Primary School SEND offer, following the Graduated Response approach) for more detail.

Bawdsey Primary will support children with SEND in a number of ways;

- There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.
- The curriculum will be adapted, and scaffolded steps towards the main learning objective put in place in order to meet the needs of individual pupils and allow them to learn alongside peers wherever possible. Teaching styles and flexible groups will reflect this approach.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.
- Provision of additional interventions in small groups or one to one as appropriate to help children overcome or reduce barriers to learning.

If a teacher is concerned about some aspect of a child's progress, behaviour or wellbeing (s) he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.

Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the matter and to ask for their support in resolving the problem. The SENDCo will be informed as appropriate, and may offer support or observe the child in the classroom. If a child continues to make slower than expected progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention or additional support is needed. Additional strategies will be worked out with the SENDCo/Inclusion Leader.

At this point the Inclusion Leader will have a further meeting with the parents to discuss the concerns and interventions that will be put into place to support their child. The child may then put on a 'preliminary' SEND register and will begin the Graduated Response Cycle. (See Bawdsey's SEND offer for more detail of this process).

Recognising the Views of Children

The school will work to ensure that children are fully aware of their own needs and the targets in their Plans, as appropriate to their level of development and understanding. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage. Children on the SEND register, including those with EHCPs are invited to attend their review meeting where appropriate and contribute to their review.

Parent/ Carer Participation

Bawdsey Primary School actively seeks the involvement of parents/carers in the education of their children. The School recognises that for pupils with SEND the support and encouragement of families is often a crucial factor in achieving success.

Parents/carers will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice, which stresses:

"...the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions" SEN Code of Practice 2014

Communications between the parents/carers and the school will be consistently maintained. We will inform parents/carers at each stage of the Graduated Response and are happy to discuss what provision is in place, the aims of that provision and progress made. We will always discuss with parents/ carers before we seek support from an external agency. We endeavour to make school a welcoming place where families feel comfortable and where their views are valued. Where appropriate, we will endeavour to translate key documents for persons who find reading English language documents challenging. We will also communicate in person and/or using recorded voice if literacy or vision is a barrier to family involvement.

PLPs will be reviewed termly with parents/carers and pupils, but will be internally reviewed at least half termly to ensure targets are appropriate and expected progress is being made. The results of these reviews are shared with Senior Teachers and the Governing body. EHCPs are reviewed yearly, with the review paperwork being returned to Suffolk Local Authority, unless there is a need for an early or additional review. Pupils on EHCPs will also have a PLP (if appropriate to their need or disability), which will be reviewed as per all other PLPs, or more often if needed.

Transition Arrangements

If a child with SEND transfers to another school, the SENDCo ensures that all the SEND records are passed promptly to the receiving school, who will provide a receipt to prove this has happened safely. The SENDCo will work closely with the new school to offer information and support to ensure successful transition.

Year 6: In the summer term, the class teacher and SENDCo work closely with year 6 destination high schools to ensure that information is shared and support is in place to ensure a smooth transition, especially for those who may need additional measures to help them feel confident and have their needs met appropriately. For a small number of children, this may need to happen significantly in advance of their peers, as they will need longer to adapt to change and may need photo books of the new school, additional tours, an agreed mentor in the new school, multiple additional visits and experiences.

Multi-agency working

Regular liaison is maintained with the following external agencies (amongst others), as appropriate:

- Alternative Education Provision (i.e. Pupil Referral Units)
- Suffolk Education Services (advisors for Communication and interaction; Specific Learning Difficulties; Cognition and Learning; Behaviour and inclusion etc)
- Educational Psychologist
- Child Adolescent Mental Health Service
- MHST (Mental Health Support Teams), Suffolk: <https://www.nsft.nhs.uk/service-details/service/mental-health-support-teams-mhst-east-and-west-suffolk-50/>
- Education Welfare Service
- Autism and ADHD Suffolk
- Health Service (school nurse, dietician, therapists, hospital specialists etc)
- Speech and Language Therapy service
- Social Workers
- Occupational Health Therapy Service and physiotherapists
- Youth Offending Teams
- Bereavement services
- Charities supporting specific issues and needs (e.g. addiction, mental health, bereavement etc).
- Indigo House (dyslexia and dyscalculia)
- Barnados NDD assessment team and the Mental Health Support Team (MHST)

Referral for additional assessment/advice from outside agencies:

The school may (with parent/carer permission) seek additional assessment or support from outside agencies, including those provided by Suffolk SES but also from qualified, NICE compliant practitioners and assessors. This will be decided on a needs basis and offered when it is felt that additional information is needed to fully understand a child's needs.

Diagnosis and referrals made externally to the school:

As a school, we know that waiting lists can be very long and that this causes huge frustration as, whilst waiting for diagnosis or advice, a child's needs may not be fully understood or met. We also understand that some parents/carers may want to make private provision in these circumstances. Where it is reasonable to do so, we will support this by providing appropriate information and documents in a timely fashion. We will also agree to read and discuss any reports or diagnoses given for the child. However, we may not always be able to accommodate requests for information where we do not have the evidence, or where the deadline is unrealistic. We may also not be able to

implement all recommendations made in a report, if these do not align with our understanding of the child's needs or where they are outside of our normal working methods and resources, or do not match the advice received from our own advisors/SES Suffolk, and/or it is not seen as appropriate or a priority for school spending. However, we will do our very best to ensure we do everything that we can to support the child in our school and to include you in all decisions.

Arrangements for the Treatment of Complaints:

Concerns about provision for SEND pupils or about the identification of their needs should initially be shared with the class teacher and/or the SENDCo. The next stage is to talk to the Headteacher. If there is not a satisfactory outcome, then the concern should be taken to the Governors following the school's complaints procedures.

Workforce Development

In-service training needs that are related to special educational needs will be identified by SENDCo and Head Teacher (who is responsible for staff Continuing Professional Development) in consultation with the staff and will be incorporated into the staff development plan. We are fortunate to have an unusually large number of teaching assessments employed on permanent contracts by the school, who have built up a wealth of expertise and training over their time with us. This includes:

- Mental Health First Aiders
- Suicide First Aiders
- Speech and Language specialisms
- Specialist experience and training in working with children who have significant and complex needs, including those whose needs mean that they are being supported through the Engagement Model, because they are below the entry level for assessment using National Curriculum assessments.
- ASD training and expertise including Autism Speaks and TEACCH
- Numicon and maths specialist TAs
- Varied literacy support and intervention specialists, including dyslexia friendly strategies.
- Specialist medical interventions and support for a range of conditions and needs.
- Nurture, social and emotional and mental health needs
- ELSA trained practitioner
- ELKLAN trained practitioner

Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy through the Annual Report to Governors and through termly reporting and scrutiny of achievements and progress of SEND pupils at governing body committee meetings.

Parents/ carers will be consulted through processes such as the 'Parent/ Carer Voice' and as part of joint working and target setting. Children will be able to contribute to evaluation through 'Pupil Voice' as well as within the target setting process for individuals – including PLPs and EHCP reviews.

The SEND Governor will work with the SENDCo and Head Teacher to evaluate provision and to seek the views of children, teaching assistants, teachers and parents/ carers as to the success of this policy and the strategies and interventions herein.