SEND policy and information report

Bawdsey C of E VC Primary School



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| **Approved by:** | Full Governing Body | **Date:** October 2019 |
| **Last reviewed on:** | 1st December 2020 | |
| **Next review due by:** | December 2021 | |

# 1- Inclusion Statement

At Bawdsey Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

# 2- Aims

Our SEND policy and information report aims to:

* Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
* Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The specific objectives of our SEND policy are as follows:

* To identify pupils’ special educational needs and/or disabilities and ensure that these needs are met, through quality first teaching and additional intervention and support as relevant and appropriate.
* To ensure that pupils with special educational needs and/or disabilities can be involved and join with their peers during all school activities.
* To ensure that all reasonable adaptations are made to support full integration of children. Where an adaptation cannot be made, to liaise with the Local Authority to ensure compliance with Disability Act and current legislation regarding inclusion.
* To ensure that all pupils make the best possible progress relative to their starting points.
* To ensure parents are informed of their child’s special educational needs and/or disabilities and involved in support, through effective communication between parents and school
* To ensure that pupils have opportunities to express their views and are fully involved in decisions which affect their education
* To promote effective partnerships and involve outside agencies when appropriate, ensuring that there is an appropriate and effective team around the child.
* The success of the school’s SEND policy will be judged against the aims set out above. The Governing Body’s Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The SEND governor is Mr. Jim Wyllie, although the Governing body as a whole is responsible for monitoring and supporting the provision required for pupils with special educational needs and disabilities.

# 3-Legislation and guidance

This policy and information report is based on the statutory ‘***Special Educational Needs and Disability (SEND) Code of Practice 2014’*** and the following legislation:

* ***Part 3 of the Children and Families Act 2014***, which sets out schools’ responsibilities for pupils with SEN and disabilities
* ***‘The Special Educational Needs and Disability regulations 2014’***, which set out schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

# 4-Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

* A significantly greater difficulty in learning than the majority of others of the same age, or
* A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision and support that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

# 5-Roles and responsibilities

**Class teachers**

Each class teacher is responsible for:

* Good levels of progress and development of *every* pupil in their class at a level appropriate to their needs and abilities
* Making initial contact with a pupil’s parents to raise their concerns about additional needs of any sort.
* Notifying the SENDCo/ Head teacher about the outcome of the initial meeting with a pupil’s parents and agreed next steps.
* Arranging a meeting with the parents, SENDCo and, if appropriate, the pupil to discuss placing the pupil on the SEND register.
* Working closely with any teaching assistants, specialist staff and outside agencies to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
* Completing a detailed Individual Provision Record each term that documents the support the pupil will receive, the frequency, entry data and SMART targets, and, where appropriate, Exit data will also be included.
* Completing Thrive assessments regularly to inform support for emotional and social development and wellbeing of their group as a whole and of individuals who have gaps in their development. Using action plans to inform planning and class procedures. This is to ensure that pupils are supported to develop in terms of pastoral and emotional needs as well as educational targets.
* Working with the SENDCO/ Head teacher to review each pupil’s progress and development and decide on any changes to provision
* Ensuring they follow this SEND policy
* Providing information and data as required to support applications to outside agencies and assessments for EHCPs.

**The SENCO**

The SENDCo is Nancy Darke supported by Mrs Butler (Head teacher)

They will:

* Work with the Head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
* Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
* Liaise with outside agencies in respect of children with special educational needs and disabilities. Outside agencies include speech and language therapists, occupational therapists, educational psychologists, specialist teachers, behaviour support service and other educational and medical groups
* Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
* Advise on the graduated approach to providing SEND support
* Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
* Be the point of contact for external agencies, especially the local authority and its support services
* Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
* Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
* Ensure the school keeps the records of all pupils with SEND up to date

**The Head teacher**

Has overall responsibility for the provision and progress of learners with SEN and/or a disability

**The SEND Governor**

The SEN Governor will:

* Help to raise awareness of SEN issues at governing board meetings
* Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
* Ensure they are aware of current legislation and the impact of this on provision in school.
* Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with special educational needs and disabilities, and its admissions policy has due regard for the guidance in the SEND Code of Practice 0 – 25 (2014) and Equality Act 2010: advice for schools DfE Feb 2013. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The schools Accessibility Plan makes reference to access arrangements for SEN pupils. The school does not have a special unit.

# 6-SEND information report

**The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

* Communication and interaction, for example, Autistic Spectrum Disorder (ASD), Speech and Language difficulties
* Cognition and learning, for example, dyslexia, dyspraxia,
* Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), interruptions to social and emotional development identified through Thrive assessment.
* Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, motor control.

**Identifying pupils with SEN and assessing their needs**

The school is committed to early identification of special educational needs and disabilities and adopts a graduated approach to support.

The graduated approach follows a four step cycle of ‘assess’ – ‘plan’ – ‘do’ – ‘review’.

A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the young person is:

* making significantly slower progress than that of their peers starting from the same baseline
* failing to match or better their previous rate of progress
* failing to close the attainment gap between themselves and their peers
* or the attainment gap is widening

The class teacher will consult with the SENDCo and pupil’s parents in order to decide whether ‘additional to’ and/or ‘different from’ provision is necessary.

Provision that is ‘additional to’ or ‘different from’ that available to all peers will be recorded through an Individual Provision Record (IPR), which will be updated each term. Parents/carers will receive a copy and an additional/ longer parents evening session to discuss the targets and outcomes.

If, despite significant support and intervention, the school has evidence that a pupil is making little progress we may seek further advice and support from outside agencies. We may only seek support from outside agencies with the consent of a pupil’s parent or carer. If consent is given, these professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents/carers will be fully involved and kept informed about the involvement of outside agencies and proposed interventions. Involvement of outside agencies, including Social Care if involved, will help ensure a coherent and consistent approach to provision.

For pupils who have an Educational Health Care plan (EHCP): in addition to the termly reviews, their progress and the support outlined in their EHCP will be reviewed at least annually and a report provided for the Local Authority. Reviews can be held more frequently if needed to ensure provision remains current. If a pupil makes sufficient progress a statement or EHCP may be discontinued by the Local Authority.

**Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

* Everyone develops a good understanding of the pupil’s areas of strength and difficulty
* We take into account the parents’ concerns
* Everyone understands the agreed outcomes sought for the child
* Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support, and what form that support will take, how long it will run for and the aims and predicted outcomes.

**Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will liaise with previous settings if a child joins our school from another provider, to ensure that we have a full picture of a child’s needs and any interventions or actions taken previously.

**Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND, this will be adapted for individual pupils as appropriate.

We make the following adaptations to ensure all pupils’ needs are met:

* Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
* Adapting our resources and staffing
* Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
* Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
* Offering additional groups and interventions outside of the main classroom to give precision teaching of a particular skill set.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance, then the SENDCo and/ or Head Teacher.