

# SEND Policy

## Co-operative East Education



Co-operative  
Education  
East



Bunwell  
Primary School

## Bunwell Primary School

<b>Approved by:</b>	Local Governing Body	<b>Date:</b> 30.11.18
<b>Last reviewed on:</b>	Sept 2019	
<b>Next review due by:</b>	Sept 2020	

## **1. Aims**

At Bunwell Primary School we are committed to provide all children, including those with special educational needs and disabilities with a broad and balanced academic and social curriculum which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

### **To achieve this aim we will:**

- Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy feel safe and flourish.
- We will respond to learners in ways which take account of their varied needs and life experiences, moving away from an approach that locates a problem within a child to a holistic approach where the school community does everything we can to meet a child's needs.
- We are committed to identifying a pupil's special educational need/s at the earliest point and then making effective provision to ensure improvement in long term outcomes.
- Work in close partnership with parents and carers to achieve these aims. This includes ensuring parents are able to participate fully in decisions and being provided with information and the support necessary to enable this.
- Support pupils themselves to participate in discussions and express their views and be fully involved in decisions which affect them, encouraging them to become increasingly effective self- advocates.
- Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
- Provide support, advice and training for all staff working with pupils with SEND to enable them to be increasingly able to adapt teaching and resources to respond to the strengths and needs of all pupils.
- Employ a qualified Special Needs Coordinator who will have responsibility for the day to day operation of the SEN policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

## **2. Legislation and guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 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, SEN coordinators (SENCOs) and the SEN information report

### **3. Definitions**

A pupil has SEN 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 that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **4. Roles and responsibilities**

#### **4.1 The SENCO**

The school SENDCO is Kathryn Brookes.

They will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support
- Advise on how 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 head teacher 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 SEN up to date.

## **4.2 The SEN governor**

The SEN governor is Mel Forrer-Pratt.

They will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

## **4.3 The head teacher**

The head teacher is Emily Husbands

They will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

## **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

## **5. SEN information report**

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

Our school currently provides additional and/or different provision for a range of needs. These four broad areas give an overview of the range of needs that the school plans for and not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time.

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

The school will also take into account other factors that may impact on progress and attainment that are not considered SEN:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium funding (PP)
- Being a child who is looked after (LAC)
- Being a child of a parent in service

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

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN but their individual needs will be assessed, monitored and support provided.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving pupils and parents**

#### **Involving parents and carers**

The school works in partnership with parents. This is a school priority in line with the SEND Code of Practice. We work to enable and empower parents and carers by;

- 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 their child,
- Agreeing targets for their child,
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision,
- Making parents and carers aware of the parent partnership services,
- Providing all information in a 'parent friendly' and accessible way,
- Advice on how to support learning at home,
- Parent/teacher consultations – formal in the autumn and spring term, informal at other times

## **Involving pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve pupils wherever possible by including pupils' in:

- Identifying their own needs and learning about their own learning,
- Individual target setting across the curriculum,
- the self-review of their own progress and in setting new targets.

We ensure that pupil perceptions of the support and process are included in monitoring and evaluation procedures. We also ensure that all pupils have access to a designated member of staff for support and to allow pupils to express any concerns they may have.

## **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

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

Careful consideration is given to preparing pupils with SEN for transition at all stages. Initial contact is made with the setting previously attended and with the parents, as soon as we are notified that a pupil is transferring into our school.

When pupils are changing classes or moving to another school, teachers liaise together and with parents/carers, sharing information and preparing the pupil well in advance of the move.

## **Primary to High school transition**

In Year 5, the transfer options are explained to parents/carers and they have the opportunity to visit secondary schools before making a decision and expressing a preference. Teachers and the SENCO will pay particular attention to preparing pupils with SEN for transfer to secondary school, addressing both the learning and the well-being concerns that may arise.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. We try wherever possible to support pupils with learning difficulties through our regular whole-school systems. We aim to meet as many pupils' needs, SEND or otherwise, through high quality teaching.

This includes:

- Teachers differentiating work, working to meet individual needs and marking work and planning homework effectively.
- Lessons have clear learning objectives, work is differentiated appropriately and assessment is used to inform the next step of learning.

When necessary, we will also provide the following interventions:

- English interventions – Nessy (Dyslexia support), small intervention focus groups.
- Maths interventions – Numicon, First Class at Number, small intervention focus groups.
- Social, Emotional and Mental Health support– Compass, Drawing for Talking, Beating the Anxiety Gremlin, small intervention focus groups.
- Working Memory – small intervention focus groups.
- Speech and Language support – Talk Boast, small intervention focus groups.

### **5.7 Supporting pupils with medical conditions**

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education including school trips and physical education. Some pupils with medical conditions may also be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice (2014) is followed.



## **5.8 Adaptations to the curriculum and learning environment**

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.

## **5.9 Additional support for learning**

We have two teaching assistants and one higher level teaching assistant who are trained to deliver the interventions listed above.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologists
- Speech and Language Therapists
- Physiotherapists
- Specialist Teachers for children with Hearing and Vision impairment

## **5.10 Expertise and training of staff**

We have a team of staff who are trained to deliver SEN provision.

The teaching and support staff have expertise and/or have received training in the following areas:

- implementing Additional Literacy and Numeracy programmes,
- working with children with Speech, Language and Communication needs,
- working with children with SpLD (dyslexia, dyspraxia and dyscalculia),
- working with children with Attachment Disorders,
- Bereavement

## **5.11 Securing equipment and facilities**

The Head teacher/SENDCO regularly reviews how to use funds. The Head teacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

Funding comes from three sources:

- The school's core budget – this is used to make general provision for all pupils in the school including pupils with SEN.
- The notional SEN budget – in addition to the school's core budget, every school receives an additional amount of money to make special educational provision to meet the needs of pupils with SEN. The government has recommended that schools should use this notional SEN budget to pay for up to £6000 worth of special educational provision to meet the needs of a pupil with SEN. Most pupils with SEN need provision that comes to less than £6000 worth of special educational provision.
- High need funding – if a pupil requires more than the £6000 worth of special educational provision, the school can ask the local authority to provide higher need funding.

## **5.12 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after six weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

## **5.13 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

- All of our extra-curricular activities and school visits are available to all our pupils.
- All pupils are encouraged to go on our residential trip(s) in Year 5 and 6.
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## **5.14 Accessibility**

The classrooms in the main school are on a single level and are accessible to students with physical disabilities. The Y1 input room can only be accessed down a flight of stairs from the main classroom, but can be accessed through the school library without using the stairs. The classrooms in the mobile can be accessed by a ramp.

There is one accessible toilet in the main school building.

We monitor school and site development to ensure that, within the resources available to use, all new equipment or building are accessible to all pupils, regardless of their needs.

## **5.15 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council,
- We have a zero tolerance approach to bullying.

## **5.16 Complaints about SEN provision**

Should parents have any concerns or complaints about provision for their children, they should contact either Kathryn Brookes (SENCO) or Emily Husbands (Head teacher). This can be done in person, by phone or by email. If they feel that their complaint has not be resolved they should follow the school complaint procedure, available from the school office and website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 5.17 The local authority local offer

Our contribution to the local offer is:

Universal	<ul style="list-style-type: none"><li>• Quality first teaching</li><li>• Broad and balanced curriculum, appropriate differentiated to meet with needs of the pupils</li></ul>
Additional	<ul style="list-style-type: none"><li>• Access to teaching assistants in identified lessons</li><li>• Enhanced support at playtime and lunchtime, including group supervision and structured activities</li><li>• Interventions</li><li>• Exam Access Arrangements (KS2)</li><li>• Enhanced ICT access with access to specialist software</li></ul>
Exceptional	<ul style="list-style-type: none"><li>• Individual teaching assistant support</li><li>• Enhanced ICT access with access to specialist hardware</li><li>• Individualised programmes, working towards independence and enhancing self-care</li><li>• Adapting environment including provision of specialist equipment</li></ul>

Our local authority's local offer is published here: [www.norfolk.gov.uk/children-and-families/send-local-offer](http://www.norfolk.gov.uk/children-and-families/send-local-offer)

## 6. Monitoring arrangements

This policy and information report will be reviewed by Kathryn Brookes (SENCO) every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

## 7. Storing and managing information

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely stored when not in use. Information is stored and shared in line with the school's confidentiality and Data Protection Policies.

## 8. Links with other policies and documents

This policy has specific links with:

- The Behaviour Policy,
- Equal Opportunities Policy,
- The Homework Policy,

- The Health and Safety Policy,
- The Teaching and Learning Policy,
- The Assessment Policy
- All other curriculum subjects.

**Further Information for Parents and Carers, including other useful links can be found in Appendix C**

**Reviewed: Sept 19          Review Due: Sept 20**

**Signed.....E Husbands..... (Head teacher)**

**Signed.....D Clover..... (Chair of Governors)**

**Date...30.09.19.....**



## Appendix A

### Further information for Parents and Carers

Norfolk Local Authority Local Offer – [www.norfolk.gov.uk/SEN](http://www.norfolk.gov.uk/SEN)

Norfolk Parent Partnership - <http://www.norfolkparentpartnership.org.uk/>

Achievement for All: [www.afa3as.org.uk](http://www.afa3as.org.uk)

Autism Education Trust: [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

Bullying guidance: <http://tinyurl.com/DfE-Bullying-Guidance>

Communication Trust: [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)

Data Protection Act 1998: <http://tinyurl.com/DataProtectionAct1998>

Dyslexia SpLD Trust: [www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)