



# GLENAIRE PRIMARY SCHOOL

## SEND Policy

Approved by the governing body on: \_\_\_\_\_ March 2018

To be reviewed: \_\_\_\_\_ March 2020

Signed on behalf of the governing body: \_\_\_\_\_

## **Compliance**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25: July 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25: July 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's Inclusion Leader, SEND Governor and Head teacher.

## **SENCO**

Our Deputy Head teacher is responsible for Inclusion and this includes the role of Special Education Needs Co-ordinator (SENCO). She obtained the National Award for Special Educational Needs (SEN) Coordination in February 2018.

### *Name and Contact Details*

Helen Ryall

Contact Details – office@glenaireprimary.co.uk/ 01274 582514

## **RATIONALE**

At Glenaire Primary School we believe that every pupil with additional needs, special educational needs and/or a disability has an entitlement to fulfil his or her maximum potential. We recognise the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges, responding to pupils' diverse needs and through overcoming barriers to learning and that every teacher is a teacher of every child or young person, including those with SEND. In implementing this policy due consideration to equal opportunities, with regard to race, gender, religion and ability, should be ensured with reference to the Race Relations Amendment Act 2000 (as amended) and all other relevant legislation.

## **OUR AIM**

At Glenaire Primary School, our aim is to ensure all pupils are supported in order that they may work confidently towards reaching their full potential. Policy and practice reflects the philosophy and fundamental principles within the SEND Code of Practice 2014:

*“The Code sets out guidance on policies and procedures aimed at enabling pupils with special educational needs to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood.”*

- A pupil with special educational needs should have their educational needs met
- The views of the pupil and parents should be sought and taken into account
- Parents support their child's education
- Pupils with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and National Curriculum

Close regard is paid to the three key principles of inclusive education:

- Setting suitable learning challenges

- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

*To achieve our aims we will:*

- Identify and provide for pupils who have special educational needs and additional needs
- Work within the guidance provided in the SEND code of practice 2014
- Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- Provide a SENCO/ Inclusion Manager who will work with the SEND policy
- Identify need as early as possible and provide effective support
- View our special needs provision as an ongoing, developing process
- Provide support and advice for all staff working with special educational needs pupils
- Incorporate special educational needs procedures, including Individual Provision Maps, into curriculum planning
- Develop an effective partnership and high levels of engagement between school, parents and outside agencies
- Encourage pupils and parents/carers to participate in decision-making about provision to meet their special educational needs
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and progress and give sufficient information for carefully planned progression at every stage
- Involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines
- Ensure that all those involved with pupils with special educational needs work as a team to support the pupil's learning.
- Track and monitor provision and procedures which have been put into place to ensure children with SEND make significant progress as they move through the school.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

*A pupil has special educational needs where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (Code of Practice 2014, 6.15)*

Pupil's needs and requirements may fall into at least one of four areas, though many pupils will have inter-related needs. All areas of need will have a varying degree of impact upon the pupil's ability to function, learn and succeed.

The four broad areas of need are:

### *Communication and Interaction*

Pupils may have difficulties in one or more areas of speech and language. These may include speech and language delay, speech impairments or disorders and autistic spectrum conditions.

### *Cognition and Learning*

Pupils may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning.

### *Social, Emotional and Mental Health*

Pupils may be withdrawn or isolated, display disruptive and disturbing behaviour, be hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours. This can also include recognised disorders such as ADHD, attachment disorder and anxiety disorder.

### *Sensory and/or Physical Needs*

Pupils may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Pupils experiencing difficulties in any one or a combination of these areas may be entered on the school's SEND Register.

There are other needs which may impact on progress and attainment, but are not classed as special educational needs. These can include:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)\*
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

\*Pupils whose difficulties are solely due to the home language differing from the language in which he/she is taught are not identified as having SEND.

At Glenaire Primary School, we ensure that all pupils are tracked carefully with regards to their achievement (progress and attainment) and produce provision maps to ensure that all pupils are receiving appropriate interventions where required.

Parents/Carers will be informed in writing if their child has been identified as having a special educational need and has been entered onto our SEND Register. They will also be informed if their child is removed from the Register.

## **MANAGING PUPILS ON THE SEND REGISTER**

*High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. (Code of Practice, 2014, 6.37)*

### *Assessing Needs using the Graduated Response*

Where a pupil is identified as having SEN, a four part cycle known as the graduated approach (assess, plan, do and review approach) is used to support effective special educational provision. Where a potential SEND is identified, teachers will discuss their initial concerns with parents/carers and the SENCO. The teacher and SENCO consider all the information gathered from within school about the pupils' progress alongside national data and expectations of progress. This includes high quality and accurate formative assessments, using effective tools and early assessment materials.

#### *Stage 1 - Initial identification of need*

Guidance documents are used to help with the identification of need. Class teachers may carry out a Learning Difficulties Baseline Assessment and refer the pupils to the SENCO using the school's concern form. Teachers are responsible for informing parents/carers about the additional support their child is receiving and individual targets are discussed with the child if appropriate. The child's progress will be monitored and reviewed after 6 weeks (half a term). If concerns remain, the child may be put on the SEND Register after discussion with parents. The Inclusion Leader will identify at which Range the child is entered on the SEND register, using Range Guidance from Bradford Schools Online SEND support Team. The Inclusion Leader may conduct specific assessments to further identify the need so that additional and different provision can be increased.

#### *Stage 2 - Range 1 and 2*

External agency advice may be sought at this point. Class teachers are responsible for creating class provision maps, which identify targets for individual pupils who are receiving interventions for their learning. These are monitored, evaluated and reviewed termly by the class teacher so that any amendments can be made to meet the children's needs. Progress is more closely monitored. Teachers are responsible for informing parents/carers about the SEN support their child is receiving.

If no significant progress has been made despite interventions and support more detailed and individualised provision mapping will be planned by the teacher with support from the SENCO.

#### *Stage 3 – Range 3*

The class teacher provides the main provision for the pupil with support and advice from the SENCO and any advice from assessments made by external agencies. Any additional adult help is directed by the class teacher and any additional training needs are provided. Interventions and adjustments are planned through more detailed and individualised Provision Mapping by the class teacher and

SENCO, with clear entry and exit criteria established. These are monitored, evaluated and reviewed termly by the class teacher and SENCO, so that any amendments can be made to meet the pupil's needs. Tasks and presentation of class teaching is specialised and specific to meet the needs of the pupil with SEND. Progress is more closely monitored and parent involvement is increased.

At this point a pupil with SEND may or may not need an application for an Education and Health Care Plan (EHCP) assessment.

If an EHCP has been agreed, the pupil with SEND remains in the mainstream setting and a modified curriculum takes into account the pupil's needs outlined in the EHCP. A key worker is identified and increased support is provided on a 1:1 basis. External agencies are consulted for assessments and advice, and specialist training is sought for additional adults. Specialist equipment is provided if needed and the environment is adapted to suit the pupil's needs. Individual short term/specific targets are set and small steps are identified for therapy programmes which are monitored and assessed closely. Parents are involved in reviews and given regular feedback.

### *Statutory Annual Review of EHCPs*

For a pupil who has an EHCP, the LA has a statutory duty to formally review this, at least annually. Annual Review Meetings are organised in school by the SENCO. The annual review is in 2 parts:

1. Completion of part 1 of the annual review prior to meeting, circulating the relevant paper work to those invited to attend
2. Annual Review Meeting with all the stakeholders. Part of the annual review completed and all paperwork sent to LA for approval.

Year 5/Year 6 pupils - An annual review will be held in the summer term of year 5 to discuss the child's transition to secondary school. The year 6 annual review will be held in the summer term with a representative from secondary school to review and monitor the transition process.

### *Pupil Participation*

The school actively encourages the involvement of pupils in their education. We do this by:

- Involving the pupils in decision making regarding the methods by which their individual needs will be met
- Inviting the pupil to attend all or part of review meetings
- Views and aspirations of pupils are sought in the EHCP process.

### *Parent/Carer Participation*

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. We:

- Involve the parent/carer in decision making regarding the methods by which their child's individual needs will be met
- Invite the parent/carer to attend all review meetings where necessary
- Discuss the purpose of assessment arrangements and the implications of an Individual Provision Map with the parent/carer and provide them with a copy.
- Encourage the parent/carer to be actively involved in working with their child to achieve the targets set in the Individual Provision Map.
- Encourage the parent/carer to comment in writing on their child's SEND provision
- Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child's SEND provision
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs.

## **SUPPORTING PUPILS AND FAMILIES**

Details about the Bradford Council Local offer for pupils with SEND can be accessed via their website:

<http://localoffer.bradford.gov.uk>

The Glenaire Primary school 'local offer', SEND report and useful links and support can be accessed on the school website:

<https://www.glenaireprimary.co.uk>

School works closely with the following staff from Bradford Council Support services and other agencies.

- Educational Psychologist
- School Nurse/Community Paediatrician
- CAMHS (Child and Adolescent Mental Health Services)
- Early Years Liaison Teachers
- Behaviour Support Service (Specialist Teacher for Social, Emotional and Mental Health)
- Speech and Language therapist
- Visually Impaired Team
- Hearing Impaired Team
- Physical Difficulties Team
- Occupational Therapy

Advice and expertise is also drawn from Children's Social Care and the Education Social Work Service. We value the importance of developing effective relationships with other local schools,



secondary schools and special units. Pupils with SEND are well supported at times of transition between classes, key stages and on transition to secondary school.

## **SUPPORTING PUPILS WITH MEDICAL NEEDS**

Glenaire Primary School recognises 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 children with medical conditions may 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 education needs (SEN) and may have an EHCP which brings together health and social care needs, as well as their special education provision and the SEND Code of Practice 2014 is followed.

See school's 'Supporting Pupils with Medical Needs Policy'.

## **MONITORING, EVALUATION AND REVIEW OF SEND POLICY AND GUIDELINES**

This document is subject to annual review as part of the cycle of whole school self-evaluation. Its effectiveness is considered in light of the following performance indicators:

- Levels of differentiation by task and by outcome reflected in weekly planning and evident in lesson observations
- Measurable progress made by individual pupils
- Monitoring reports on classroom observations prepared by Head Teacher and senior leadership team
- Collation of children's and parents'/carers' comments following review meetings.

## **TRAINING AND RESOURCES**

The Special Educational Needs Policy and guidelines are subject to regular whole school review and evaluation. At least one staff meeting each term is set aside to discuss and review SEND issues. The SENCO attends relevant courses and ensures that all staff are familiar with developments in SEND. All staff must notify the SENCO if they need further training in school procedures or support for pupils. Training, for both teaching and non-teaching staff, is provided as necessary and the SENCO ensures all staff are aware of training available within the LA Continuing Professional Development Programme as well as from outside agencies. Priorities for training with regard to SEND will be specified within the School Improvement Plan. The SENCO gives feedback to the Governing Body on SEND provision at Governor's meetings.

### *Funding for School Support and High Needs*

Glenaire Primary School has identified pupils into two main groups: those accessing school support, and those with low incidence/high need receiving support through Education and Health Care Plans. Pupils accessing school support do so in relation to an amount identified within the Glenaire Primary School's overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the SENCO and the Head teacher, to decide on the appropriate provision and to allocate costs to this.

*'It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEND. The Inclusion Leader, Head teacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.'* (Code of Practice 2014, 6.97)

Those pupils with an EHCP may have 'top up' funding allocated to them by the local authority because of their high needs. The statutory review process will monitor expenditure in such cases against impact.

*'Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.'* (Code of Practice 2014, 6.99)

Glenaire Primary School will ensure that all national and local processes in relation to supporting pupils with an EHCP are adhered to and that appropriate paperwork is completed.

## **ROLES AND RESPONSIBILITIES**

### *The Governing Body*

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work. The Governing Body, having regard to the Code of Practice 2014:

- Ensure appropriate provision is made for any child with SEND
- Reports annually to parents on the school's policy for children with SEND
- Ensure all pupils, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Governing Body to oversee SEND provision

- Offers support and challenge to school staff in the development and implementation of SEND policy and practice
- Ensure that reasonable adjustments are made and encouragement is given so that all pupils with SEND can participate as fully as possible in all aspects of school life.
- Ensure they are involved in developing and reviewing SEND Policy

### *The Head Teacher*

The Head Teacher is responsible for the day-to-day leadership and management of all aspects of the school's work, including provision for special educational needs. The Head Teacher keeps the Governing Body informed of all developments with regard to SEND. The Head Teacher informs parents of the fact that SEND provision has been made for their child.

### Admissions

Subject to capacity we are committed to inclusive practice and admit pupils regardless of SEND. We strive to work openly with prospective parents and pupils to match their needs and requirements with what we are able to provide, having regard to the local offer and the efficient use of resources.

In every instance, when a parent seeks a place for a child at Glenaire Primary School, the Head Teacher:

- Ascertains whether or not the child is the subject of an EHCP (parents are to record this information on the school's admission form)
- Informs the parent that the child cannot be admitted to the school if it is not named in the EHCP until the LA have been consulted
- Informs the LA that an approach for admission has been made.

### *SENCO/Inclusion Manager*

The role of the SENCO involves:

- Overseeing the day-to-day operation of the school's SEND policy
- Liaise with the Head teacher and Governing Body about SEND funding and to manage allocated budgets and resources effectively and efficiently.
- Interpreting legal requirements for staff, parents and governors
- Co-ordinating and evaluating the provision for pupils with SEND. This will include the management and deployment of staff.
- Monitoring the progress of pupils with SEND alongside the class teacher
- Liaising with and advising teachers whenever necessary
- Overseeing the records of all pupils with SEND
- Maintenance of the SEND provision register
- Liaising with parents of pupils with SEND

- Organising and delivering INSET in order to meet the needs of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated

### *Teachers*

They will:

- Recognise the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges, responding to pupils' diverse needs and through overcoming barriers to learning and that every teacher is a teacher of every child or young person, including those with SEND
- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Work with the SENCO to decide the action required to assist the pupil to make progress
- Work with the SENCO to collect all available information on the pupil
- Develop and review class and individual provision maps for pupils as identified with SENCO
- Work with support staff on a daily basis to deliver the individual programme set out in the class and individual provision maps.
- Develop effective relationships with parents
- Encourage pupils to participate in decision-making
- Be involved in the development and review of the school's SEND policy
- Continuously assess pupil progress and identify the next steps to learning
- Keep parents informed of pupil progress
- Work with the SENCO to identify their own training needs around SEND

### *Learning Mentor/Pastoral Support Worker/Teaching Assistants*

- Provide relevant support to identified pupils
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources

- Attend liaison, team and service meetings and undertake appropriate INSET
- Work alongside the SENCO/ Inclusion Manager and teaching staff in the preparation of class and individual provision maps.

## **ACCESSIBILITY**

The Equality Act 2010 placed a duty on all schools and local authorities to plan to increase over time the accessibility of schools for disabled pupils. At Glenaire Primary School:

- There is disabled access to the whole school; there are disabled toilets and shower facilities.
- The school increases and promotes access for disabled pupils to the school curriculum by providing physical aids such as adapted tools, resources and reading materials.
- Pupils' needs are also considered for accessing the wider curriculum, i.e. after school clubs, leisure and cultural activities and schools trips.

See school Accessibility Plan for further details. (This will be updated and reviewed every three years by the Inclusion Manager, the SEND Governor and Head teacher).

## **COMPLAINTS PROCEDURE**

The school's complaints procedure is outlined on the website. The SEND Code of Practice 2014 outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Next review: March 2020