Worth Valley Primary School

SEND Policy

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1. 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 (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- To encourage a whole school responsibility for, and a positive attitude towards, the provision for Special Educational Needs.
- To create an environment that meets the special educational needs of each child
- To ensure that special educational needs of children are identified, assessed and provided for To ensure parent/carers are promptly made aware of the child's needs and the support to be provided
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's special educational needs To enable all children to have full access to all elements of the school curriculum

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 SEND 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

3. 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
- Have emotional and/or behavioural difficulties that prevent them from accessing the equal opportunities offered

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 SENDCO

The SENDCOs are Nicola Flaherty (Named SENCO) and Rachael Page – they will:

- Be a qualified teacher
- Attain the National Award in Special Educational Needs Coordination within three years of appointment
- Work with the headteacher 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
- 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

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND 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
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class ensuring Quality First Teaching is provided for all pupils
- 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND
- Teaching staff will construct One Page Profiles, termly in consultation with teaching assistants, parents and pupils
- Teaching staff will liaise with support staff to ensure the implementation of One Page Profiles and give direction on their day to day role
- Attend SEND training, as appropriate

5. SEND information report

5.1 The kinds of SEND 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, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, mild/moderate learning needs
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND 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 starting from the same baseline
- 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
- The Local Governing Body has adopted Education Bradford's SEND Criteria process to identify and assess SEND pupils
- The school's directed time programme allows for allocated SEND meeting time. The focus of these meetings is to review each child's progress in the school, including those on the SEND register and those who may need to be considered for entry on the register and complete the necessary documentation

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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

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

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
- We accept and value the contribution of parent/carers and encourage their participation
- All staff work in partnership with parent/carers of children with SEND. We will ensure that parent/carers are informed quickly if their child has a special educational need and we will consult parent/carers about any intervention and programme of action. We use a variety of approaches to involve parent/carers in the review of their child's progress (e.g. parent/carer consultation meetings, meetings with the SENDCO and/or class teacher, home visits)

Pupil Participation

- We encourage pupils to be active partners in their SEND provision and review
- Pupils are encouraged to contribute to the setting of OPP targets, discussions about choices of schools, contributing to the assessment of their needs and contributing to their annual reviews We will formally notify parents when it is decided that a pupil will receive SEND support.

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 teacher will work with the SENDCO 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
- The assessment will be reviewed regularly.

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

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 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 differentiated for individual pupils.

Arrangements for providing access by pupils with SEND to a broad and balanced curriculum

- At Worth Valley Primary School, we believe that special educational needs (SEND) provision is the responsibility of all members of staff
- All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. The National Curriculum and Curriculum Guidance for the Foundation Stage is our starting point for planning that meets the specific needs of individual and groups of children.
- Teaching and non-teaching staff use a range of strategies to meet children's special educational needs
- Individual Education Plans are a key element of ensuring access. All children on the SEND register have a One Page Profile.
- Wherever appropriate/possible access to the curriculum for children with special educational needs will take place in the classroom situation, but there may be a need to identify other forms of delivery
  e.g. working on an individual or small group basis in order to develop certain skills/knowledge/areas of understanding. The latter will be identified on individual education plans (One Page Profiles)
- All records will be passed to the child's new class teacher in July and discussion will take place between the existing and receiving teachers and teaching assistants to ensure continuity of practice.
- The school will readily share this information/ records with parents, it will be provided in a format that is accessible.

5.7 Adaptations to the curriculum and learning environment

Provision

- SEND provision is additional to or different from that generally available for all pupils as part of the expected normal differentiated curriculum.
- The school adopts the graduated approach as promoted in the Code of Practice 2014:
- Where a pupil is identified as having SEND, schools will take action to remove barriers to learning and put effective special educational provision in place. The school adopts the graduated approach as promoted in the Code of Practice 2014.

Below Age Related Expectations:

- When the teacher who works day to day with a child identifies that a child has a SEND need, the SENDCO and parent/carers will be informed.
- The class teacher will devise interventions that are additional to, or different from those provided as part of the school's usual differentiated curriculum on offer
- A One Page Profile will be devised
- Outside agencies may be involved, if necessary
- The teacher takes responsibility for devising, delivering and evaluating a personalised programme that accelerates learning
- The parent/carer, teacher and SENDCO will meet three times a year (with the child, if appropriate) to discuss needs, success and support.

SEND Support:

- SENDCO and class teacher, in consultation with parent/carers, ask for help from external agencies
- Classteacher and SENDCO are provided with advice or support from outside specialists
- Additional or different strategies to those with mild needs are put in place – A One Page Profile will be devised
- Additional adult support individually or within a group, under the direction of the teacher, to:
- Access the curriculum and/or to work on modified curriculum tasks
- Access individual or small group sessions, to work on targets as advised by external agencies
- Support or provide alternative provision for unstructured times
- Schools individual intervention programmes such as; Launch Pad for Literacy, WellComm, Blank Level support etc.
- SENDCO will take the lead in any future assessment of the child, planning future interventions for the child in discussion with colleagues and monitoring and reviewing the action taken
- The parent/carer, teacher and SENDCO will meet three times a year (with the child, if appropriate) to discuss needs, success and support.

Statutory Assessment:

- Where SEND support is not sufficiently effective to enable the child to progress satisfactorily and/or the child has demonstrated significant cause for concern, the SENDCO, in partnership with parent/carers, pupil, colleagues and external agency workers will request an assessment to be undertaken by the LEA. This may result in an EHC needs assessment.

Education, Health and Care Assessment (EHCA)

An EHCA will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. The school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCA. If the LA deems the pupil's needs can be met from resources normally available to the school, a non-funded MSP may be issued instead.

An EHCA will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCA
- Established through parental/pupil consultation
- Set out in an Action Plan Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified.

Reviews of an EHCA

EHCAs must be reviewed annually. The SENDCo will organise these reviews and invite:

- The pupil's parent/carer
- The pupil if appropriate
- The relevant teacher
- A representative of the SEND Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENDCo or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCA.
- Review the provision made to meet the pupil's need as identified in the EHCA.
- Consider the appropriateness of the existing EHCA in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- If appropriate to set new objectives for the coming year.

5.8 Additional support for learning

Teaching Assistants work in partnership with teachers to give support to all children with SEND. Under the direction of the teacher they will balance their support of individuals and small groups to enable pupils to make good progress and become as independent as possible.

5.9 Funding

School will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its pupils.

Personal budgets are allocated from the local authority's high needs funding block and the school will continue to make SEND provision from its own budgets, even if a pupil has an Education Healthcare plan.

5.10 Staff Development

The provision of training for staff and governors on SEND is in line with the school's staff development policy.

5.11 Inclusion

We recognise the importance of ensuring that all pupils experience a climate of achievement and inclusion, with high expectations and challenging targets. We will seek, in a positive way, to remove any barriers to learning and participation that may exclude children who have special educational needs. We aim to include all SEND pupils in the activities of the school.

The building is fully wheelchair accessible. There are paths to all entrances and a lift and wheel chair stair that have access to all teaching areas. There is a fully fitted hygiene room.

5.12 Evaluating the effectiveness of SEND provision

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

- Ongoing records are kept by class teachers
- Tracking of individual pupils and groups of pupils through the school's tracking system
- Monitoring of SEND pupils work as part of the school monitoring and evaluation policy
- Involvement of external agencies in assessing individual pupil progress
- Monitoring of levels of pupils moving through the graduated approach
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND.

Admission Arrangements

References must be made to Bradford Local Authority Admissions Policy. The admission of children with an EHCP will be admitted to the school named on the EHCP document without references to oversubscription criteria.

5.14 Working with other agencies

Worth Valley Primary School works closely with other agencies including the LA's specialist services and voluntary bodies to focus on the identification and provision for children with special educational needs. All services involved with the school are regarded as part of a working relationship whose aim is to provide, as highlighted in the SEND Code of Practice, an integrated approach to the needs of the child.

5.15 Complaints about SEND provision

If any parent is dissatisfied with the support that their child receives they will be invited to discuss this with the class teacher and SENDCO in the first instance. If any difficulties are not resolved the parent will be able to speak to the Headteacher and if necessary have their complaint taken to the Local Governing Body.

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

5.16 Data and record keeping

We will include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.

Maintain an accurate and up-to-date register of provision made for pupils with SEND.

Record details or additional or different SEND provision on a provision map

5.17 Contact details for raising concerns

SENDCOs – Nicola Flaherty and Rachael Page (01535 604240)

5.18 The local authority local offer

Our Local offer for Worth Valley Primary School and Leading Learners Multi Academy Trust can be found here: https://www.worthvalleyprimary.co.uk/key-info/special-education-needs-information/

Our local authority's local offer is published here: **https://localoffer.bradford.gov.uk/**

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO and Governing Body **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. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour