



BOROUGHBRIDGE PRIMARY SCHOOL & NURSERY

SEND POLICY

(Special Educational Needs & Disabilities)

Rationale:

Boroughbridge Primary School & Nursery is committed to providing an appropriate, high quality and inclusive education to all the children living in our local area. We believe that all children should be equally valued in school. We aim for all children, including those identified as having special educational needs to have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

The SEND coordinator & inclusions Mrs Cassie Jenkinson.

The SEND Governor is Julia Charlesworth.

Pupil Premium Manager is Gail Lee (Headteacher)

Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school, including changes to the SEND code of practice 2015.
2. To ensure teaching and learning in school is suitable differentiated at wave 1 to include all children. To provide full access to the curriculum through differentiated planning by class teachers, SENCO and support staff as appropriate.
3. To ensure equality of opportunity for all children with special educational needs & vulnerable learners.
4. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils who require this through the use of outside agencies.

6. To ensure that pupils with SEND are valued and included within our school.
7. To equip our children with skills required to become citizens of tomorrow and make a positive contribution to their community.
8. To involve parents/carers to support and meet their child's additional needs.
9. To involve the children themselves in planning and in any decision making that affects them.

Identification of children with SEND:

There are four areas of need according to the 2001 Code of Practice. Cognition and Learning Needs Behaviour, Emotional and Social Development Needs, Communication and Interaction, Sensory and / or Physical Needs. Children are assessed regularly to ensure that they are making the expected progress. Some children may not always make expected progress for various reasons and will therefore receive some extra help and support. The class teacher in discussion with the SENCO will identify if your child needs extra help and the strategies that we will use. Concerns will also be raised with parents. If strategies are not working and the child is becoming significantly behind their peers in any area then further discussion with parents / carers will take place about the possibility of putting your child on the SEND register.

Arrangements for coordinating SEN provision

1. The SENCO will meet with each class teacher at least once a term to discuss additional needs concerns and to assist and review IPM's (Individual Provision Maps).
2. Targets arising from IPM meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g differentiation, varied teaching styles.
3. The SENCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation and provision maps. SEND support is primarily delivered by class teachers through differentiated teaching methods.
4. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.
5. Regular data analysis and tracking in order to close the gap for SEND children by class teachers.
6. SENCO to keep a record of attendance for SEND children and recognise any themes between amount of time in school and progress made.

The updated (SEND) Code of Practice now states that the old categories of School Action and School Action Plus are replaced with a new single early years and school-based SEND category, providing clear guidance to settings and schools on the appropriate identification of pupils with SEND.

They include a clear process for identification and assessment of pupils, setting objectives for pupils, reviewing progress and securing further support. Based on the school's observations, assessment data and through discussions with the class teacher, SENCO and parent, the child may be supported in the following ways at Boroughbridge Primary School and they may require an Individual Provision Map (IPM):

1. Differentiated curriculum support within the class at wave 1 quality first teaching.
2. More directed teaching time from the teacher rather than a TA.
3. Teaching and learning observations by the SENCO and Head teacher to provide support for learning, intervention strategies and closing the gaps in learning.
4. Use of outside agencies where appropriate, in consultation with parents e.g. Educational Psychologists, EMS, Speech and Language Therapist etc.
5. Further group support or short one to one intervention at wave 2 & 3.

The child's progress will be reviewed on a termly cycle at October, February and June and a decision made about whether the child is making good to outstanding progress at this level of intervention and may be removed from the SEND database as a result.

The new SEND code of practice update 2014 is also set to get rid of "statements" as we previously knew them and replace them a single, simpler birth to 25 years assessment process and Education Health Care Plan. Any child who previously had a statement will be naturally converted to the new EHCP: it will continue to be annually reviewed by all professionals and aims to provide a better working relationship by all agencies. Any new EHCP's will be applied for by the SENCO or Head Teacher in combination with parents who will be offered a "families personal budgets" through the Children and Families Bill 2013.

Partnership with parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs. The school prospectus refers to our policy for special educational needs, and the arrangements made for these children in our school. The governors' annual report to parents contains an evaluation of the policy in action. A names governor takes a particular interest in special needs and is always willing to talk to parents.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Since 2013/14 academic year, each school has provided something called "Our Local Offer" via the schools website. It will be linked to North Yorkshire County Council's Local Authority local offer and Boroughbridge Primary School will sell themselves and inform parents of what they do to support children with SEND & vulnerable learners / pupil premium children.

Links with other schools / Transfer arrangements

All staff will liaise with staff from other settings prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Staff receives information from the previous school: if there is a SEND issue the SENCO will telephone to further discuss the child's needs. We ensure that children transferring from Boroughbridge Primary School to new schools will have information about their SEND needs transferred as quickly as possible.

In the case of a dual placement between our school and a special school, pupil referral unit or another mainstream school with a specialised enhanced Mainstream Unit, we will send planning to each other, meet regularly about the needs of the child and provide opportunity to visit each other's settings to work on assessment and progress of the child.

Links with other Agencies

The school regularly consults other agencies. These include health service professionals, speech and language therapists, educational psychologists, enhanced mainstream provision, physiotherapists, occupational therapist, children's social care, police, educational welfare officer and many others.

This policy will be reviewed in line with the policy review schedule or in light of changes to the Children's Act. The success of this policy and the progress of children on the school's SEND database will be reported to the School Development Board on a regular basis.

This policy is to be read in conjunction with the following:

- SEND code of practice (2001) and updated (2014)
- Teaching and learning policy
- Behaviour conduct policy
- Home / school agreement
- Inclusions policy
- Disability / equal opportunities policy
- Vulnerable children's policy
- Children with medical needs policy
- Local off document - SEND information report.

