Burford Primary and Nursery School

Special Educational Needs and Disability Policy (SEND)

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Policy Statement

At Burford Nursery and Primary School, we are committed to providing an inclusive, high-quality education that enables every pupil to achieve their full potential. We recognise that all children have individual learning needs and that some may require additional or different support to ensure equality of access to the curriculum and wider school life.

Our policy is fully aligned with the Special Educational Needs and Disability Code of Practice: 0–25 years (2015), the Equality Act (2010), and the Children and Families Act (2014).

We work in partnership with parents, carers, pupils, governors, and external agencies to ensure that the needs of children with SEND are identified early, assessed carefully, and met effectively.

Values

At Burford Nursery and Primary School, we believe our curriculum should be accessible to all and be challenging, exciting, creative, enjoyable and relevant, based on the five outcomes of Every Child Matters Agenda, which are:

1. To be healthy
2. To be safe
3. To enjoy and achieve
4. To make a positive contribution
5. To achieve economic wellbeing.

Our policy was developed in partnership with our Senior Management Team, teaching staff and parents/carers and reflects the Special Educational Needs and Disability Code of Practice, 0 – 25 Guidance (SEND). This policy is available on our school website and paper copies can be provided on request. Arrangements may also be made to make our policy accessible to those not able to access in the usual way.

Context

'*Burford is a slightly below average-sized primary school. It has a nursery which the children attend part-time either in the morning or afternoon. They begin after their third birthday. Most transfer to the Reception class. The proportion of pupils who leave or join the school at times other than the usual ones is above average. The proportion of pupils supported by the pupil premium, which provides additional government funding to be used for pupils who are looked after by the local authority, known to be eligible free school meals or from service families, is much higher than usually found. The proportion of disabled pupils and those who have special educational needs supported at school action is average. The proportions supported at school action plus or with a statement of special educational needs is lower than average. The proportion of pupils who speak English as an additional language is lower than average.'*

OFSTED, 2013

Vision

At Burford Primary and Nursery School we believe in providing every possible opportunity to enable our pupils to develop their full potential whilst promoting their self-esteem and valuing their individuality. We provide a broad and balanced curriculum for all children. The National curriculum and Foundation Stage Curriculum are our starting point for planning which meets the specific learning needs of individuals and groups of children. Where children

have specific learning and assessment requirements which may create barriers to achievement all teachers will take account of these requirements and make effective provision to support individual or groups of children, enabling them to participate effectively in curriculum and assessment activities. We aim to raise the aspirations and expectations of all our pupils.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced and any 'different from and additional to' provision provided. Further information can be found in the SEN section of our school website.

Objectives

The aims and objectives of this policy are in line with our school ethos and current legislative requirements (SEND Code 2014):

- To employ a Special Educational Needs Co-ordinator (SENCO) who will work within the SEND Inclusion policy.
- To provide a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To ensure that the special educational and disability needs of children are identified, assessed and provided for at the earliest possible stage.
- To ensure that all who are involved with such children are aware of the procedures for identifying, supporting, teaching and assessment provided.
- To provide training, support and advice for all staff working with special educational needs pupils.
- To plan an effective and creative curriculum to meet the needs of pupils with SEND and ensure that targets , especially those set on provision maps are specific, measurable, achievable, realistic and time related (SMART).
- To involve parents/carers and children in the identification and review of their personal targets.
- To raise the self-esteem of children having special educational needs acknowledging their strengths and the progress that they have made.
- To work in close partnership where appropriate with outside agencies to support the needs, provision and inclusion for children with SEND
- To be mindful of the requirements of the SEND Code of Practice 0 – 25, 2014

Identifying Special Educational Needs

Identifying and monitoring pupils individual needs at the earliest possible stage is vital so that the necessary support can to ascertain.

Children who may have SEND are identified by the following ways;

- Through the whole school assessment and moderation system.
- By concerns raised by class teachers or teaching assistants.
- Through concerns raised by parents/carers.

- From information provided by previous schools or settings.

Children may be identified as having a SEND need if:

- They are progressing at a significantly slower rate than their peers, when starting from the same baseline.
- Their progress fails to match or better previous rates of progress.
- When attainment gaps between the child and their peers fails to close.
- When the attainment gap between the child and their peers widens.

This school is aware that there are other factors, which may affect progress and attainment, which are not the result of SEND, such as:

- Disability (the Code of Practice outlines the ''reasonable adjustment'' duty for all settings and schools provided under current Disability Equality legislation – this alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being the child of a Serviceman/women

In these cases, pupil outcomes are monitored termly in school.

A Graduated Approach to SEN support

Initially we aim to meet every child's needs within the classroom through 'Good Quality First Teaching,' that is by ensuring all our teaching, planning and assessment is appropriate for all children.

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils receive support from teaching assistants or specialist staff.

If a child fails to reach his/her potential through these methods the class teacher will engage with Routes 2 inclusion initial concerns assessments and begin a cycle of planning, implementing strategies and reviewing impact. This will include the voice of parents/ carers and the child. Information gained from this process will then be shared with the SENCO. These targets will be reviewed termly or half-termly, as appropriate using Routes 2 Inclusion Action Plans.

If the child continues to make little of no progress towards these targets, their needs will be reviewed with the involvement of the parents and child at either a routine parents evening or at a specially arranged meeting. At this point, a Pupil Profile will be prepared detailing provision offered and the child's name will be added to the SEND Register. The Code of Practice (2014) states that children are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality first teaching.

If the child continues to make little or no progress it may be appropriate to involve specialists from outside agencies such as Inclusive Education Support (IES) or our link Educational Psychologist (CEPs). Parents/carers consent will be sought before making these referrals.

When there is evidence that little or no progress has been made in the areas targeted and that continuing difficulties or weaknesses have not been remedied sufficiently, we may consider, with parent/carer consent, a request for an

Education Health and Care Plan. If a plan is granted it will reviewed annually with the child, parents, outside agencies, class teacher and SENCO.

Managing Pupils Needs on the SEN Register

Once a child has been identified as having SEND their name is added to the School SEND Register. The register also records:

- Year group
- Free School meal eligibility
- Attendance
- Higher Level Needs Funding
- Ethnicity
- Area of need

The class teacher in conjunction will write a Learning Plan with the child, their parents/carers. The SENCo will have oversight of these for all pupils with SEND.

Learning Plans are reviewed termly after whole school assessment week and moderation of results are complete. Parents/carers and child will be invited to take part in this process. Progress towards targets set will be assessed; if they have not been achieved, they can either be continued, continued with different strategies or changed to a more appropriate target. Where targets have been met, new targets may be added if appropriate or the provision will be closed and the child's progress assessed along his/her peers.

All children's progress is monitored and discussed at Pupil Progress Meetings, which are held termly to discuss latest assessment data. Individual class teachers and the Senior Management Team attend these meetings.

Children may remain on the SEND register throughout their time at Burford, some children however may make sufficient progress for them to cease to need SEND support.

Learning Plans may also be reviewed at different times if the class teacher/SENCO/ parents/carers or outside agencies feel that the targets set have been/not been achieved.

All Learning Plans are stored digitally on INSIGHT data tracking platform and are accessible to all teachers allowing the SENCO to build a record of progress, interventions and strategies used.

At the end of each school year, all Learning Plans will be transferred over to the next class teacher during transition meetings.

Each year the SENCO is able to access additional support from the following outside specialist agencies:

- Inclusion Support Team – Sensory / Autism / Physical (IES)
- Educational Psychologists (EPs)
- Speech and Language Therapy (SALT)
- Children's and Adolescents Mental Health Service (CAMHS)
- Mental Health Support Team (MHST)

A representative from each of the above agencies meets with the SENCO at the start of each year to plan ahead for future needs.

Children can also be referred to any of the above agencies at any point during the school year if it is felt that interventions already in place are failing to meet their individual needs. Parents/carers permission is requested before any referral can be made, and where appropriate, parents are asked to contribute to the referral paperwork.

Parents are informed when any meetings between the child and agency take place. All written reports provided by outside agencies are copied to the SENCO and class teacher who will then arrange a meeting to review the report and arrange any actions advised before meeting the child's parents to discuss the report findings.

Where a child has needs that require additional support in school such as 1:1 support or specialist resources a Higher Level Needs (HLN) bid will be submitted with the consent of the child's parents.

Interventions

The teaching at Burford is good across school and therefore children with SEND benefit the most from working within the classroom with their peers. Quality first teaching ensures that teachers and support staff are highly skilled at meeting the needs of all children, including those that require a more personalised approach. Where further intervention is needed, this is decided by class teachers, in consultation with the SENCO.

Children with additional funding will access some 1:1 support appropriate to their needs. This will take place within the classroom for the majority of the time.

Some of the interventions that we have in place at Burford are:

- Lego Therapy
- MHST
- Speech and Language Support
- Bespoke Phonics Intervention

Criteria for Exiting the SEND Register

Some children may need to remain on the schools SEND register for the duration of the time at school. Others may only need support for a shorter period of time or in some cases move off and on again.

The decision to remove a child from the SEND register will be taken based on the progress they have made and their attainment. This decision will be made initially by the class teacher and SENCO and parents/carers will be consulted. In some cases the decision making process may include the SLT.

Supporting Parents and Pupils

- Links to school policies can be found on our school website, www.burfordprimaryand nurseryschool.co.uk
- Details of Nottingham cities Local Offer can be found at www.fis.nottinghamcity.gov.uk
- Support for parents can be accessed through the Parent Partnership website, www.ppsnotts.org.uk.
- Admission arrangements can be found on the school website.

Supporting Pupils at School with Medical Conditions

- The school acknowledges 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 educational needs (SEND) and may have a statement or Education Health and Care Plan (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 our policy on the school website.

Monitoring and Evaluation of SEND

Pupil progress meetings take place on a termly basis. The progress of all SEND pupils is discussed and interventions put in place as necessary.

The school's SENCO regularly monitors the practice of staff in relation to SEND pupils and offers support as necessary.

For further information, see our policy on the school website.

Training and Resources

- SEND is funded by an amount from the total school budget. This will be defined and monitored by the Head Teacher and Governors.
- Additional funding may also be received from the HLN.
- Training needs of staff are identified during the Performance Management cycle for teaching staff and through the annual appraisal cycle for teaching assistants. They can also be identified depending on the support necessary to meet the needs of individuals or groups of children.
- In order to maintain the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school SENCO regularly attends Transform SENCO network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

The school SENCO is Mrs Louisa Arnold. Her role and responsibilities are as follows:

- Manages the day-to-day operation of the policy.
- Co-ordinates the provision for and manages the responses to children's special needs.
- Supports and advises colleagues.
- Maintains the SEND register.
- Contributes to and manages the records of all children with special needs.
- Acts as a link with parents
- Completes and manages documentation required by other support agencies and the Local authority.
- Monitors and evaluates the special educational needs provision.
- All teaching assistants work with children with SEND on a daily basis either as 1:1 support, small group support or during whole class teaching. Their performance management appraisal cycle is led by Mr S. Nightingale
- Mrs Louisa Arnold, Deputy Head Teacher, is responsible for managing the Pupil Premium grant and Looked after Children.

- Mrs Raynor is responsible for managing children's medical needs.

Storing and managing information

- We have a Data Handling policy in place this can be viewed on the school website.

Reviewing the policy

- The SMT and governors review our SEND policy annually.

- **Accessibility**

We strive to be a fully inclusive school where call children will be treated according to their needs in line with the school policy for equality and opportunity. No child will denied a place because of gender, race (including colour, nationality or ethnic origin) or social background. We aim to be sympathetic to the admission of pupils with physical, medical or behavioural needs and Governors will make every effort to ensure such needs are met, within the constraints of the site, building and organisation of the school. There is an additional accessibility policy for further information.