



Boulevard Primary Partnership (BPP)

(Germander Park, Southwood and Downs Barn Schools)

Special Educational Needs and Disability (SEND) Policy

1) Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2015) 3.65 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 (September 2015)
- 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

2) Definition of a child with SEND

The BPP accepts the Revised Code of Practice 2014 definition of SEND as follows (page 15-16):

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

‘Has a significantly greater difficulty in learning than the majority of others of the same age, or

has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.’

3) Principles of our SEND practise

- Each child is entitled to be given access to a broad, balanced and relevant education.
- Children with special educational needs or disabilities should be fully integrated into the life of the school. Withdrawal may be appropriate to address some learning needs but care should be taken to ensure the child remains a fully integrated member of the class and withdrawal should be the exception rather than the rule. There may be some children who need extensive alternative provision, to ensure their needs are met (e.g. Ducklings / Mallards personalised provision).

- Teaching strategies and assessment should be responsive to different learning styles, attainments and interests, to facilitate meaningful and effective learning for all pupils. A wide variety of provision in task, materials, groupings and teaching style is necessary to meet the wide variety of need.
- Thoughtful, negotiated and sympathetic assessment and testing should be used to the benefit of all pupils.
- Provision should be based on the assessment of need.
- Opportunities to make progress and notable achievement can be made by all pupils and these should be recognised, shared, celebrated and recorded.
- All teachers in the school are teachers of pupils with special educational needs or disabilities and bring to their teaching their own strengths and experience.
- All staff should be supported in the delivery of the educational entitlement for children with special needs or disabilities.
- Independence and self-advocacy, respect for others and the development and maintenance of self-esteem are integral to that entitlement.
- Age, race, gender, creed or individual needs should not constrain educational entitlement.
- The school should liaise closely with external agencies and support groups.
- Children and parents should be involved at all times with the delivery and monitoring of individual programs.
- The governing board should be involved in the maintenance and development of special need or disabilities initiatives.

4) Aims and Objectives

- To reach high levels of achievement for all.
- To be an inclusive school.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parent and carers.
- To share a common vision and understanding with all stakeholders.
- To give transparent resourcing to SEND.
- To provide curriculum access for all.
- To work towards inclusion in partnership with other agencies and schools.
- To achieve a level of staff expertise to meet pupil need.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties and to foster an enthusiasm for life-long learning while developing a lively enquiring mind.

5) Admission of Pupils with SEND

The BPP school are inclusive schools. Our school will not discriminate against a child because of SEND. In accordance with equal opportunities and the Disability Discrimination Act, we believe that all children

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benefit from mixing with a wide variety of children and adults. We seek to include children from all cultures and backgrounds, which includes SEND children learning alongside non-SEND children. To enable us to have a full picture of a child's needs we would talk to the parents about their SEND, relevant professionals/external agencies or previous teaching/child caring staff. The BPP aims to be accessible to all children. Our schools are willing to make reasonable adjustments to support children with SEND (further details see the Equality and Disability policy).

6) Roles and Responsibilities

6.1 The Governing Body

The role and responsibility of the Governing Body is led by Mr Paul Nolan (SEND governor).

- The Governors have legislative responsibilities in ensuring the quality of provision for pupils with SEND.
- The SEND Governor will liaise with the SENCO to ensure the implementation of this policy.
- The Governing Body monitors and reports on the policy's effectiveness to parents in the Annual General Report.

6.2 The Head teacher

The responsibility of the Head teacher, Mrs Kate Mathews is:

- Have a clear overview of special education provision in the school and provide strategic direction for SEND provision;
- Be responsible for delegating the effective management of the SEND provision, including providing support and time to enable the SENCO to fulfil the duties set out in this policy;
- Ensure teachers are aware of the importance of early identification of children with SEND and the provision to meet their needs;
- See that the SEND policy is reviewed annually and that it is incorporated in the school's improvement plans;
- Report annually to the Governing Body on how the special educational needs of all pupils are being met;
- Monitor and evaluate the effectiveness of the SEND access and provision and identify its contribution to the overall effectiveness of the school in raising standards for all pupils;
- Satisfy the parents of children with special needs that the appropriate educational provision is made available to meet their needs.
- Ensure that all teachers are enabled to meet the requirements of the Code of Practice 2014 including further training as appropriate.

6.3 The SEN Co-ordinators (SENCOs)

The SENCOs are:

Miss Nicky Lake (Germander Park)

Mr Iain Farrington (Southwood)

Mrs Elizabeth Randall (Downs Barn)

Their responsibilities are:

- Raise pupil performance and achievement to age related expectations;

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- Ensure SEND children reach realistic outcomes;
- Be responsible for the day to day operation of the school's SEND Policy and the monitoring of its effectiveness;
- Set up and maintain the school's SEND list;
- Set up and maintain an appropriate procedure for identifying pupil's SEND and to monitor their progress;
- Liaise with teachers on a termly basis in order to review pupil's progress through PPMs;
- Liaise with outside agencies in order to ensure a multi-professional approach to pupil's SEND e.g. Educational Psychologist, Inclusion and Intervention team, Speech Therapist, etc;
- Keep the Head teacher informed of developments or changes in SEND that have budgetary, staffing or resource implications;
- Maintain SEND resources;
- Ensure that LSAs receive training to undertake their roles;
- Be available for appointments with parents to consult on matters of concern;
- Keep the head teacher informed of any significant changes in a pupil's SEND;
- Keep abreast of SEND issues through courses, relevant documentation and reading to ensure awareness of new developments in the field of SEND;
- Monitor and evaluate the input of the provision map in each year group.

6.4 The Class teacher

The class teacher is responsible for:

- Assessing, planning and providing differentiated access to the curriculum;
- Monitoring and reviewing pupil's progress regularly (including PPMs and provision maps);
- Reviewing pupil's progress with parents termly;
- Alerting the SENCo of any concerns about pupils who they suspect are experiencing barriers to learning;
- Working with parents in partnership in developing home/school links that enhance the pupil's progress;
- Working with outside agencies involved with pupils in their class;
- Inform the SENDCo of pupils who need hearing/sight test referrals to the school nurse when necessary.
- To plan and organise interventions to accelerate progress and monitor their impact.
- To set half termly outcomes that are SMART and supported through QFT and interventions.

6.5 Learning Support Assistants (LSAs)

The LSA's duties are as follows:

- Liaise with the SENDCo on a regular basis to update about the progress of SEND children.
- To monitor the impact of interventions for SEND children.
- To be available to meet with external agencies to gain advice on strategies and feedback on progress.
- To meet relevant class teachers regularly, in order to review pupil's progress particularly when assessing progress made in relation to interventions.

- To support and assist the pupil as directed by the class teacher either in a one to one or group situation. This support may take place in or outside the class. Withdrawal may be necessary so as to focus in on an individual programme or to decrease distractibility;
- To use 'catch-up' and intervention sheets to feed back to the class teacher on a child's progress;
- To undertake assessment under the direction of the class teacher;
- To attend to class needs as appropriate while the class teacher attends to pupils with SEND;
- To make resources and support the general administration of SEND as requested.

6.6 SENA (Special Educational Needs Assistants)

Angela Hough (Southwood)

She is responsible for:

- Assist the SENCO to set up and maintain the school's SEND list;
- To liaise with teachers/LSAs in order to review pupil's progress;
- To meet with outside agencies when visiting school e.g. Educational Psychologist, Educational Support Services, Speech Therapist, etc;
- To maintain SEND resources;
- To arrange appointments with parents (e.g. with SENCO) and to consult on matters of concern;
- To liaise between class teacher and SENDCo to notify of any significant changes in a pupil's SEND;
- To assist the SENDCo to monitor and evaluate the impact of the provision map in each year group.
- To carry out assessments alongside class teacher and review progress e.g. F.A.C.T.
- To assist in compiling paperwork needed for funding requests i.e. top-up funding and applications for EHCp.

Where there is no SENA support, these responsibilities will be carried out by the SENDCo or delegated by the SENDCo, where appropriate.

7) Identification of SEND

The identification of a child's special needs is initially the class teacher's responsibility. The following strategies are used to identify need, implement learning strategies and evaluate progress at the BPP:

- Informal assessment – ongoing observation of learning habits and behaviour, case conferences and discussions with parents or outside agencies.
- Informal concerns raised by parents.
- Discussion with the child.
- Continual assessment by teaching staff through assessment for learning.
- Concern raised by a previous setting.

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2014

- Communication and Interaction (C&I)
- Cognition and learning (C&L)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P).

The criteria for a child to be placed on the SEND list is as follows:

- Those children who have difficulty with speech, language or communication that requires support from an outside agency.
- Significantly below age-related expectations (more than 12 months below the 'age-related expectations') and not making good progress.
- Those children who have regular contact (twice a week) accessing further adult support, for additional social / emotional needs.
- A child with sensory / physical needs that requires additional provision.

Children new to the BPP, who are of concern, will be assessed by the class teacher and if appropriate will be referred to the SENDCo. If SEND records precede the child, the class teacher and SENDCo will need to liaise to ensure maximum continuity of educational provision. Children who are LAC will automatically be 'teacher aware' during the initial weeks of enrolment, while information is gathered regarding the child's history and needs. Relationships will be established with carers and related services.

Some children who begin Early Years at Germander Park and Downs Barn School, may fall into one of the criteria set out above but will not necessarily be added to the SEND list. This is because they may not yet have had access to suitable learning or developmental experiences. Therefore, these children will be monitored closely.

On some occasions EY children will have clear learning needs that will be classified as SEND, for example SAL / ASD difficulties that require additional support (i.e. requiring top-up funding). These children shall be added to the SEND list.

The identification and assessment of the SEND of children whose first language is not English, requires particular care. Where there is uncertainty about a child, teachers must look carefully at all aspects of a child's performance in different subjects to establish whether their barriers to learning are due to the fact they are EAL or SEND. At no point will children be considered to be SEND purely because they are EAL.

8) Provision and Monitoring of SEND children

8.1 Adapting the curriculum

If the class teacher is concerned about the progress of a child, they should ensure they have considered the following:

- All purposeful and relevant measures have been taken to reduce the barriers to learning by developing a well-differentiated curriculum, using appropriate resources, teaching and learning strategies and pupil groupings;
- The pupil's progress across the curriculum has been monitored;
- There is evidence of persistent unsatisfactory progress despite the reduction in the barriers to learning already put in place;

- There is evidence of continuing difficulties to access the curriculum and learning environment despite the pedagogical, physical, behaviour or social adaptations that have been made;
- Progress has been monitored and evaluated so that strengths, weaknesses and the most suitable teaching methods for this child have been evaluated;
- There is sufficient information about the pupil's background, previous experiences and the views of the pupil and parents/carer.

8.2 SEND Outcomes and Provision Mapping

Those children identified as having SEND will have additional provision and will be placed on the SEND list.

All SEND children will have an identified outcome, in the areas that they find difficult. These outcomes should be 'SMARTIE.' They are set and reviewed by the class teacher each half term. Their progress will be communicated to the SENDCO and termly feedback through Pupil Progress Meetings (PPMs).

To support these outcomes being met, teachers should use their additional adults and any time they have to deliver interventions. These interventions will be recorded on the provision map, which is reviewed termly or more frequently if required. Adults will judge how effective the intervention has been to help them decide how future intervention time will be utilised.

8.3 External Support

If a child does not make progress through interventions, then they will ask parental permission for them to be assessed by the Inclusion and Intervention team. They may give advice over the phone or send the school a consultation form. There would could be a visit for further assessment and advice.

Following advice from the specialist teacher, the school will implement the strategies. If necessary, further advice will be sought.

8.4 Additional funding and EHCP submission

If there are still concerns about the progress a child is making, then the school will consider applying for 'top-up' funding (if the school qualifies for additional funding). This funding can be used for additional, 1:1 and small group support to ensure the child achieves their outcomes.

If despite access to external support the child has not made progress from their starting point, the school will put forward an Education, Health Care Plan assessment. This will be achieved by liaising closely with the relevant specialist teacher from the Inclusion and Intervention team.

If a child is granted an EHCP, the BPP will endeavour to meet their needs. However if the BPP feel they do not have sufficient resources to meet the needs of a child, or to support them to make good progress, we seek further advice and support from the specialist teacher team. If deemed appropriate, a recommendation for an alternative provision may be put forward.

9) Partnership with Parents

9.1 How parents can raise concerns

Parents can initially raise any concerns about the progress of their child with the class teacher. If they still have concerns, they can contact the relevant SENDCO or the Head teacher.

9.2 Working with parents

The BPP endeavours to work in partnership with parents and take into account the views of individual parents in respect of their child's special needs as stated in the Code of Practice 2014.

The BPP works in partnership through formally meeting with parents of children on the SEND register termly (through TLCs) and also when the need arises through the request of the class teacher or of a parent.

Parents are encouraged to telephone the school to talk to staff and/or arrange meetings at any time to discuss concerns.

The SENDCo is available by appointment to speak to any parents who have concerns.

The SEND information report and SEND policy are available on the school website.

10) Working with SEND children

Whenever possible, the child's opinions and views will be sought. They will be encouraged to be involved in setting their targets and evaluating their progress. For example, children are asked to evaluate their strengths and areas of development, prior to TLCs. Their likes and dislikes will be taken into account when planning their learning and will be invited to a review of their targets.

Where it is not possible to gather the children's opinions or views, familiar adults, who work closely with the child, will decide on their next steps of learning, based on observations and professional discussions.

11) SEND Funding

The school aims to invest the resources allocated for the direct benefit of the individual children identified on our list. The vast proportion of this funding will be allocated to personnel costs on an annual basis. However, the SENDCo will monitor the need for specialist resources across the year and allocate funding accordingly.

12) SEND Professional Development and Training

The school will continue to provide training on whole school practices, which will support and improve delivery of the curriculum to all pupils, including those with SEND. Staff are also given the opportunities to attend relevant courses and training with external providers to continue to develop their professional expertise in the identification and management of a variety of SEND issues, depending upon the needs of the children.