



## **Boulevard Primary Partnership - Special Educational Needs Policy**

### **1 Definition of a Child with SEND**

The school 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.

### **2 Philosophy of SEND at Southwood & Downs Barn School**

We welcome all pupils at Southwood and Downs Barn irrespective of disability or need. We strive to meet their academic and social needs making best use of the resources available to us.

All teaching staff will aim to advance the children by delivering outstanding teaching and learning. This will be developed through a personalised approach which meets each child's individual needs. This is achieved through targeted interventions, monitored to ensure they impact on learning. We aim to improve the capacity of all pupils to become independent and reflective learners. We aspire to learn together in a caring partnership between parents, pupils and staff.

### **3 Admission of Pupils with SEND**

Southwood and Downs Barn is an inclusive school. Neither school will discriminate against a child because of SEND. In accordance with equal opportunities and the Disability Discrimination Act we believe that all children 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.

Southwood and Downs Barn aims to be accessible to all children. Both schools are willing to make reasonable adjustments to support children with SEND (Further details see the Equality and Disability policy).

## **4 Roles and Responsibilities**

### **4.1 The Governing Body**

The role and responsibility of the Governing Body is led by Ms Tara Page (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.

### **4.2 The Head teacher**

The role and responsibility of the Head teacher, Kate Mathews is:

- To have a clear overview of special education provision in the school and provide strategic direction for SEND provision;
- To 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;
- To ensure teachers are aware of the importance of early identification of children with SEND and the provision to meet their needs;
- To see that the SEND policy is reviewed annually and that it is incorporated in the school's improvement plans;
- To report annually to the Governing Body on how the special educational needs of all pupils are being met;
- To 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;
- To satisfy the parents of children with special needs that the appropriate educational provision is made available to meet their needs.
- To ensure that all teachers are enabled to meet the requirements of the Code of Practice 2014 including further training as appropriate.

### **4.3 The SEN Co-ordinator (SENCO)**

The SENCO is Mr Iain Farrington.

His responsibilities are:

- To raise pupil performance and achievement to age related expectations;
- To ensure SEND children reach realistic outcomes;

- To be responsible for the day to day operation of the school's SEND Policy and the monitoring of it's effectiveness;
- To set up and maintain the school's SEND list;
- To set up and maintain an appropriate procedure for identifying pupil's SEND and to monitor their progress;
- To liaise with teachers on a termly basis in order to review pupil's progress through PPMs;
- To 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;
- To keep the Head teacher informed of developments or changes in SEND that have budgetary, staffing or resource implications;
- To maintain SEND resources;
- To ensure that LSAs receive training to undertake their roles;
- To be available for appointments with parents to consult on matters of concern;
- To keep the head teacher informed of any significant changes in a pupil's SEND;
- To keep abreast of SEND issues through courses, relevant documentation and reading to ensure awareness of new developments in the field of SEND;
- To monitor and evaluate the input of the provision map in each year group.

#### **4.4 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;
- 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;
- Referring pupils who need hearing/sight tests 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.

#### **4.5 Learning Support Assistants (LSAs)**

The LSA's duties are as follows:

- Liaise with the SENCO 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 CT 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 CT 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 CT on a child's progress;
- To undertake assessment under the direction of the CT;
- 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.

#### **4.6 SENA (Special Educational Needs Assistants)**

Angela Hough (Southwood)

Sharon Taylor (Downs Barn)

They:

- 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) to consult on matters of concern;
- To liaise between CT and SENCO to notify of any significant changes in a pupil's SEND;
- To assist the SENCO 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 compile paperwork needed for funding requests i.e. top-up funding, Considering EHCp and applications for EHCp.

## **5 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 Southwood and Downs Barn:

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

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

- i) significantly below age-related expectations (more than 12 months below the 'age-related expectations') and not making good progress;

- ii) those children who have regular contact with the LAB and therefore have social / emotional needs (at least twice a week),
- iii) those children who have difficulty with speech, language or communication that requires support from an outside agency or
- iv) a child with sensory / physical needs that requires additional provision.

Children new to Southwood and Downs Barn who are of concern will be assessed by the CT and if appropriate will be referred to the SENCO. If SEND records precede the child, the CT and SENCO will need to liaise to ensure maximum continuity of educational provision. Children who are 'looked after' 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.

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. They must also work closely with the EAL language assistant. At no point will children be considered to be SEND purely because they are EAL.

## **6 SEND Provision at Southwood and Downs Barn**

If a child is of concern the CT needs to check the following:

- That 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;
- That the pupil's progress across the curriculum has been monitored;
- That there is evidence of persistent unsatisfactory progress despite the reduction in the barriers to learning already put in place;
- That 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;
- That progress has been monitored and evaluated so that strengths, weaknesses and the most suitable teaching methods for this child have been evaluated;
- That there is sufficient information about the pupil's background, previous experiences and the views of the pupil and parents/carer.

Following these amendments, the CT then discusses these concerns with the SENCO. Parents will be made aware that their child's progress or behaviour is of concern and may be asked to support their child in some way e.g. extra reading or support with handwriting or spelling practice. Classwork will continue to be differentiated by CT in order to access the curriculum. If it is decided that the child meets the definition of SEND then they will be added to the SEND list.

## 7 Monitoring of Provision

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

First of all, all SEND children will have an identified outcome, in the areas that they find difficult. These outcomes should be 'SMART.' They are set and reviewed by the CT each half term. Their progress will be communicated to the SENCO 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 (i.e. assembly times) to deliver interventions. These interventions will be recorded on the provision map, which is reviewed each half term. Teachers will judge how effective the intervention has been to help them decide how future intervention time will be utilised.

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 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.

If there are still concerns about the progress a child is making, then the school will consider applying for 'top-up' funding. This will ensure that the teacher will have support for further interventions during the afternoon.

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.

If a child is granted an EHCp, Southwood and Downs Barn will endeavour to meet their needs. However if either school feel they do not have sufficient resources to meet the needs of a child, (e.g. they have severe or complex SEND) or to support them to make good progress, we would recommend an alternative setting.

## 8 Partnership with Parents

- Southwood and Downs Barn 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.
- Southwood and Downs Barn 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 CT 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.
- Letters of SEND interest from Milton Keynes Council are sent home when requested by LEA to keep parents informed.
- Southwood and Downs Barn liaise closely with the most vulnerable SEND to ensure parents are supported so their children can make more progress.
- The SENCO 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.

## **9 The Child**

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.

## **10 More Able Children**

At Southwood and Downs Barn we aim for all children to reach their full potential. Setting across the year groups and clearly differentiated lessons are created to allow opportunities for the more able children to develop.

There are also numerous opportunities for the talented children to develop through numerous extra-curricular clubs and sporting fixtures with other school.

## **11 Partnership with External Agencies**

- The LEA provides support services which may be called on by the School: Children and Family Practice, Children's Social Care, Children and Family Specialist Teaching Team, Educational Psychology Service, Senior Attendance officer (Legal Interventions), MK SEND IAS, Speech and Language Therapy Service, Child and Adolescent Mental Health Services (CAMHS), SEN Casework Team.
- There are many other voluntary services which may be helpful to parents e.g. British Dyslexia Society. A detailed list of useful names and addresses is available from the Education Support Service.

## **12 Transfer from First School and to Secondary Schools**

Contact is made with the two feeder schools prior to pupils coming to Southwood or relevant setting prior to coming to Downs Barn, so that we know as much as possible about a child's' special educational needs before they come into school. Contact is made with the relevant schools to ease the transition of pupils, including those with SEND into secondary education. For some children it may be necessary to have a comprehensive transfer to secondary school to continue their level of support, this will include a transfer meeting involving all relevant personnel. (Including outside agencies).

Regular activities are set up between Downs Barn/Germander Park and Southwood prior to their transfer. This is to allow the children to become familiar with their new environment and for the Southwood staff to familiarise themselves with the needs of the SEND children.

### **13 SEND Funding**

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

### **14 Complaints Procedure**

The school undertakes to meet the requirement of pupils with SEND within the resources available to it. It is envisaged that if a parent has a complaint that it will be resolved through informal discussion with the Head teacher, SENCO or SEND Governor. Parents are welcome to make an appointment at a mutually convenient time.

If parents are dissatisfied with the outcome, the complaint should be addressed to the Head teacher in writing. The letter will be acknowledged and responded to within one working week of receipt of the complaint. If a parent continues to be dissatisfied they should write to the Chair of Governors who will consider the issues with a panel of governors.

### **15 SEND Professional Development and Training**

The school will continue to provide INSET 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 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.

### **16 Conclusion**

Through a whole school effort in implementing this policy, the BPP aims to have pupils with SEND who, show improvement in their literacy, numeracy and information technology skills; are helped to access the wider curriculum; are motivated to learn and develop self esteem and to have confidence in their ability as learners.