

Banister Primary School Special Educational Needs and Disability (SEND) Policy

Section 1: Responsibility for SEND at Banister Primary School

SENCO: Mrs Natasha Roberts

SLT Link: Miss Kate Vincent

SEND Governor: Mr Peter Davidson

At Banister Primary School we believe that:

- all children deserve quality first teaching to ensure high levels of achievement.
- all children are entitled to high quality education through a broad, balanced and creative curriculum that meets each individuals' needs.
- all children, regardless of their ability or behaviour, should be provided with equal opportunities in an inclusive environment where everyone can feel valued.
- all children should be encouraged to become independent learners.
- all children need to develop into life-long learners who are excited and engaged by school.

Section 2 Aims and Objectives

At Banister Primary school we aim to:

- identify, at an early age, individuals who need extra help and attention
- provide a differentiated curriculum to minimise the difficulties that a pupil might have in accessing the National Curriculum.
- monitor the progress of all pupils to enable them to reach their full potential
- to develop self-esteem through praise and small measurable steps to success.
- to work in partnership with children, parents, external agencies and the local authority.
- to provide appropriate support to parents, pupils and staff, enlisting support from outside agencies where necessary.
- to plan, monitor, implement and review IEP's and IBP's on at least a termly basis.
- to set appropriate curricular targets to ensure progression.
- to provide a supportive, caring environment in which pupils can succeed.

Our objectives:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided by the SEND Code of Practice (2014).
- To operate a "whole pupil, whole school" approach to the management and provision of support of special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN policy.
- To provide support and advice to all staff working with and/or parents (or carers) of children with special educational needs.

Section 3: Identifying Special Educational Needs

SEN is divided into 4 types:

1. Communication and Interaction – this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as Dyslexia, Dyscalculia, Dysgraphia and Dyspraxia, hearing impairment and those who demonstrate features within the Autistic Spectrum.
2. Cognition and Learning – this includes children who demonstrate features of moderate or severe learning difficulties or specific learning difficulties such as Dyslexia, Dyscalculia, Dysgraphia and Dyspraxia.
3. Social, mental and Emotional health – this includes children who may be withdrawn, isolated, disruptive or disturbing, hyperactive or lack concentration.
4. Sensory and/or physical needs – this includes children with sensory, multi-sensory and physical needs.

Behaviour difficulties, slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being registered as having SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Other factors that may impact on progress and attainment such as Attendance and Punctuality, Health and Welfare, being a Looked After Child, being a child of Serviceman/ woman or being in receipt of a Pupil Premium Grant do not mean that a child has SEN and should not lead to a pupil being registered as having SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Disability: The Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN.

Section 4: A graduated Approach to SEN Support

The Code of Practice (2014) outlines a graduated response to pupils needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the schools usual differentiated curriculum and strategies.

At Banister Primary School where concern is expressed that a pupil may have a special educational need the class teacher will complete a referral form and raise a SEND passport which then provokes discussion with the SENCo. Sometimes, it is appropriate for the SENCo to involve outside agency professionals in order to identify a child’s SEN and to agree what level of support will be offered and how to monitor the support.

A register is kept of pupils with SEND. A review of pupils on the register takes place three times per year. For pupils with Education, Health and Care Plans (EHCPs) (formerly statements) an annual review meeting is also held. In addition to this, a SEND passport is used to record additional provision for pupils on the SEND register.

Each step of this journey is shared with parents. Parents are invited to be an integral part of the process.

Quality First Teaching (QFT)

At Banister Primary School we adopt a quality first teaching approach. Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who may have a special educational need. Additional support and intervention cannot compensate for a lack of QFT. The SLT regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, work scrutiny, pupil progress meetings and pupil conferencing. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and QFT.

Key characteristics of QFT:

- focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils

Teachers, supported by the SLT, make regular assessments of progress for all pupils. The assessments seek to identify pupils making less than expected progress, given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than 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 first response to such progress should be QFT targeted at pupils' area of weakness. This can also include progress in areas other than attainment - for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. Where a pupil is identified as having SEN, school should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what strategies support the pupil in making good progress and securing good outcomes. This is called the graduated approach

Stage 1: Assess

If it is decided to provide a pupil with SEN support, the class teacher, with support from the SENCo, should carry out a clear analysis of the pupil's needs. This will draw upon teacher assessment, experience of the pupil, pupil's previous progress and attainment, the views and experiences of parents, the pupil's own views and, if relevant, advice from outside agencies. At this stage the SENCo may contact outside agencies, with parental consent, if it is deemed necessary.

Stage 2: Plan

Where it is decided to provide a pupil with SEN support the parent must be notified. The teacher and SENCo should agree, in consultation with the parents and pupil, the support and interventions to be put in place. The support or intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and should be provided by staff with the appropriate skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil

should be made aware of their needs, the outcome sought, the support provided and any teaching strategies or approaches that are required.

Stage 3: Do

The class teacher remains responsible for the child's progress and for working with the child on a daily basis. If a child attends interventions, group or one-to-one away from the class teacher, they should still retain responsibility for the pupil. They should work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Stage 4: Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the school's pupil progress monitoring cycle. The impact and quality of support and interventions should be evaluated along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, supported by the SENCo, should revise support in light of pupil's progress and development, deciding on any changes to the support and outcomes and inform pupils and parents. Where a pupil has an EHCP, the local authority, in co-operation with the school, must review the plan as a minimum every 12 months.

The success of the schools SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Senior Leadership Team
- analysis of pupil tracking data
- progress of pupils with SEND
- monitoring of practice and procedures by SEND Governor
- school self-evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff (formal and informal)

Section 5: Criteria for exiting the SEND register

If it is felt that children are making progress which is sustainable or their progress means that attainment is in line with their peers and at national average, then they may be taken off the SEND register. If this is the case then all records will be kept until the pupil leaves the school (and passed to the next setting). The pupil will continue to be monitored through the schools monitoring procedures. If it felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Section 6: Supporting pupils and Families

At Banister Primary School we believe that a close working relationship with parents is vital in order to ensure early identification of needs and for children to make progress in all areas of learning. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The class teacher or SENCO may also signpost parents of pupils with special educational needs to other services where specific advice, guidance and support may be required.

Please also see our school's Local Offer which is available on our website and the Southampton City Council Local offer can be found on the Southampton City Council Website or by following this link <http://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page?localofferchannel=0>

Transition arrangements.

Transfer of all records will follow the statutory requirements highlighted in 'Assessment and Reporting Arrangements 2003 (ref: QCA/02/934) and the electronic common transfer file will be used where appropriate.

Receiving schools will also be sent IEP information and any other information about the support the child has been receiving.

Children on the SEND register who are transferring to secondary school will have their needs discussed by the class teacher/SENCO and head of year 7 or receiving school SENCO in the summer term as part of the KS2/KS3 liaison.

For Early Years action the reception class teacher/SENCO will liaise with the Early Years provider.

Reporting to parents.

The school values parental contribution and considers their support and involvement as vital to the progress of their child. Parental involvement ensures that they are informed of all developments and curricular, IEP or IBP targets and achievements. Parents and children will be made aware of targets and achievements will be celebrated.

In the case of children who carry a 'statement of special educational needs' or 'single plan', or those with complex needs, parents will be invited to attend all annual reviews along with representatives of any other involved agencies.

The SENCO will be happy to discuss any concerns parents may have about Special educational provision. However, if concerns remain, they may use the school complaint procedure. In addition, parents may seek to express their concerns to the SEN governor. Parents may also seek advice from parent support services in Southampton: the Southampton Information Advice and Support (IAS) Service on 023 8058 4088. More information is available at <http://www.southamptonmencap.org/ias/>

Section 7: Supporting pupils at school with medical conditions

The school recognises 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 <http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>.

Some children may have special educational needs (SEN) 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 educational provision and the SEND Code of practice (2014) is followed.

The school has a policy for supporting pupils with medical conditions, this can be obtained from the Clerk of Governors.

Section 8: Monitoring and evaluation of SEND

Pupil progress is regularly monitored, in line with the SEND Code of Practice. SEN provision and interventions are recorded on individual pupil passports. Interventions are monitored and evaluated by the subject leaders/Senco/SLT and this helps to identify whether provision is effective.

Targets for SEN are noted in the School Improvement Plan and progress is monitored by the Head Teacher and SEN Governor.

The school will continue to monitor and evaluate children's progress through:

- updating IEP's/IBP's at least once a term
- monitoring of target setting and review of IEP's/IBP's by the SENCO.
- discussion with parents, pupil and outside agencies where appropriate.
- liaison with all staff, support staff, head teacher and SENCO.
- the school's termly progress review cycle.

Class teachers, parents, pupils, LSA's, outside agencies, head teacher and SENCO will have access to records and reports of progress. All SEN information is kept in Cohort folders and is available for use. All communication, progress and data is logged by class teacher, year leader and SENCO.

Section 9: Training and Resources

In order to maintain and develop the quality of teaching to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The SENCO provides induction meetings for all staff to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage and both teaching and support staff will be made aware of training opportunities that relate to working with pupils with SEND. The SENCO attends regular Local and National network meetings in order to keep up to date with policy changes and updates.

It is the policy of Banister School for pupils with SEN to receive support in their classroom alongside their peers under the direction of the class teacher. Some withdrawal support is given where appropriate, either on a 1:1 basis or as part of a small group, to teach specific IEP targets or to run intervention programmes.

Section 10: Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The Board of Governors, in consultation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- they help determine the SEND policy, adopt, review and evaluate the policy
- the necessary provision is made for any pupil with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonable practical and compatible with their needs and the efficient education of other pupils.
- parents are notified if a school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements and oversee the school's work for SEND
- a report is prepared by the governing body or a proprietor containing SEN information in accordance with Section 69(2) of the Children's and Families Act 2014 and the SEND Regulations (2014) Regulation 51 and Schedule
<http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

The Head teacher is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENCO

- the deployment of any special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.

The Special Educational Needs Co-ordinator (SENCo) is responsible for:

- overseeing the day to day operation of the SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting teachers in devising strategies, setting targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with children with SEN.
- alongside the class teachers, liaising closely with parents of pupils with SEND so that they are aware of strategies being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, teachers and parents
- maintaining the school's SEND register and ensuring that all SEND children have a SEND passport
- assisting in the monitoring and evaluating of progress of pupils with SEND through the use of the school's assessment system
- contributing to the in-service training of staff
- liaising with the SENCo's in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

The SEND teacher is responsible for :

- Supporting the day to day operation of the setting's Special Educational Needs to ensure that children with Special Educational Needs are fully included and all individual needs met. To ensure (having regard for the expectations of the National Curriculum, circumstances and previous achievements) that the best possible pupil progress is made. To work in close collaboration with class teachers, the Senior Leadership team and learning support assistants to ensure effective support and learning for children who may be underachieving in relation to their age related expectations.

Class teachers are responsible for:

- providing quality first teaching to all children
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match outcomes identified for the pupil (in liaison with the SENCo, parent and pupil)
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through an appropriately differentiated curriculum
- retain responsibility for the child including working with the child on a daily basis
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- directing liaising with parents of children with SEND
- updating SEND passports termly and ensuring other information is logged onto the school's confidential system.
- regularly reviewing IEP/IBP targets and setting new targets (minimum termly)
- liaising with SENCOs/teachers in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Learning Support Assistants should:

- be aware of the school's SEND policy and the procedure for identifying, assessing and making provision for pupils with SEND
- use the school's procedure for giving feedback to teachers about pupils' progress
- work as part of a team with the SENCo and teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class
- deliver interventions in class or across the school as appropriate
- work towards individual education plan (IEP) or individual behaviour plan (IBP) targets as directed by the class teacher
- support the emotional and social needs of children within their class

Section 11: Storing and managing information

Documents relating to pupils on the SEND register will be stored in locked cabinets in the Head Teacher's Office or electronically on the school server. SEND records will be passed onto a child's next setting when he or she leaves the school. The school has a Confidentiality policy which applies to all written pupil records.

Section 12: Reviewing the policy

This policy will be reviewed by SLT and Governors annually.

Section 13: Accessibility

The school has an Accessibility Plan. This can be accessed from the Clerk of Governors.

Section 14: Dealing with complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCo, then, if unresolved, by head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

Compliance:

This policy complies with the statutory requirement laid out in the SEND code of Practice 0-25 (June, 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>
- SEND Code of Practice 0-25 (June 2014)
- SEND Regulations (2014) Regulation 51 and Schedule 1
<http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>
- 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
- Children and Families Act 2014
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

This policy has been produced in the spirit of current reform by the school's SENCO in conjunction with the SEND Governor and in liaison with the SLT. The policy reflects the SEND Code of Practice 0-25 guidance (June, 2014).

Section 15: Linked Policies

- Accessibility plan
- Behaviour policy
- Complaints procedure
- Data Protection policy
- Equality Plan
- Freedom of Information policy
- Supporting pupils with medical conditions policy