

## **Southmere Primary Academy SEND policy**

**Reviewed March 2017 - Due to be reviewed again Spring 2018**

### **Compliance**

This policy complies with the statutory requirement laid out in;

SEND Code of Practice 0 – 25 (January, 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 (January , 2015))
- Schools SEN Information Report Regulations (2014)
- 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

This policy is written for all adults working within and for the school, parents/carers and children. This policy should be read in conjunction with the school's vision and aims, The Inclusion Policy, The Positive Behaviour Policy, The Administration of Medication Policy, the Safeguarding Policy and all other relevant policies.

### **Guiding Principles**

Southmere Academy are committed to providing a high quality education and believe all children, including those children identified as having 'special educational needs and disabilities' have a common entitlement to a broad and balanced curriculum, which is accessible to them, and to be fully included in all aspects of school life. Every pupil with SEN and disability in this inclusive school has an entitlement to an education that enables them to make progress and to fulfil his/her potential. Special Educational Need is defined as: 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'

### **Special Educational Needs and Disability code of practice 0 – 25: July 2014**

The Objectives of this policy are to ensure that:

1. We work within the guidance provided in the SEND Code of Practice 2014 and to use our best endeavours to make sure that a child with SEND gets the support they need.
2. Pupil's needs are identified as early as possible.
3. Every child has access to a broad and balanced curriculum, including the National Curriculum, through reasonable adjustments and differentiation according to their needs.
4. Staff, governors and parents are aware of the school's Special Educational Needs policy.
5. Teachers are aware that special provision must be made in their planning for pupils with special educational needs.
6. The needs of pupils are met through a whole school response which includes adequate resourcing and appropriate training for staff.
7. The barriers to learning resulting from pupils' special educational needs are reduced or eliminated through the provision of additional support.
8. Southmere Primary Academy maintains links with other schools and outside agencies, making the best use of collective resources.
9. The full involvement of pupils with SEND and of their parents is supported and promoted.
10. SEND provision is continuously monitored and regularly evaluated against the principles in this policy to identify needs as they arise and to provide support as early as possible.
11. To ensure the views, wishes and feelings of the child are discussed and taken into account when making decisions and to involve them in the planning and decision making process.
12. To ensure parent/carer views are taken into account when setting targets for their children and that they are provided with the information and support necessary.

### Identification and Process

At Southmere Primary Academy we aim to identify needs as they arise and provide quality first teaching and learning which enable every child to access the curriculum and achieve their best possible outcomes. We recognise that there is a wide spectrum of special educational needs and disabilities and that these are sometimes inter-related. These needs can be categorised into four key areas that may create barriers to learning:

- Communication and interaction (C&I)
- Cognition and learning (C&L)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs (SPN)

Special educational needs can range from those that require short-term intervention to those that continue throughout a pupil's education. While the four broad areas identify aspects of primary areas of need for children and young people, at The Ferns Academy we identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child or young person. We also appreciate that there may be other factors (other than a SEND) which may have a direct impact on a child or young person not making expected progress, including:

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of pupil premium funding
- Low socio-economic background
- Being a child looked after
- Being a child of serviceman/woman

The process of identification starts from the Early Years Foundation Stage, or prior to this before the child starts at this school. Early assessment and provision for any child with special or additional needs is very important as it can minimise later difficulties, allow temporary learning difficulties to be overcome and raise a child's self-esteem. If a child already has an identified special education need, this information may be transferred from the child's previous setting and will be used by the class teacher and the SENCo to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure on-going observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning journey
- To involve parents in implementing a joint learning approach at home.

We recognise that a child may be identified as having Special Educational Needs by a variety of people including GP, health visitor, pre-school setting, teacher or parent. Children are placed on the register if they fall within the 'Range' descriptors in the guidance provided by Bradford's SEND team.

Initial concerns are recorded and shared with parents (and sometimes the child), teachers study the Range descriptors with the support of the SEND co-ordinator and identify area(s) of need. Further specific assessments from the Bradford Baseline Assessment Toolkit may be undertaken to aid identification of specific need.

Where pupil need falls within Range 1, the advice given in the guidance will usually be sufficient for teachers to make adaptations to meet additional needs.

If the identified needs begin to fall into Range 2 or 3, specialist advice will usually be sought through a formal referral to the appropriate agency.

The SEND co-ordinator will then act as facilitator for professionals to meet with staff, pupils and parents as needed and will ensure that advice is passed on to relevant parties.

If a child does not make sufficient progress after the above steps have been taken then, in consultation with the class teacher, parents and SEN professionals, a request for Statutory Assessment is made by the SEND co-ordinator. If the Statutory Assessment is accepted it is presented to a panel of professionals who will then make a decision as to whether an Education, Health and Care Plan (formerly a Statement) will be awarded. If the EHC Plan is awarded, detailed objectives and requirements will be set by the panel which the school is responsible for adhering to. EHC Plans (and Statements) must be reviewed at least annually following local council procedures. As of September 2014 all local councils have a responsibility to convert Statements to EHC Plans within three years. Additional funding may be included in the statement to support the child.

Planning, Intervention Strategies and Provision Mapping

Some pupils with SEND will have an individual education plan or individual provision map/timetable. Targets and provision will be agreed with parents and regularly reviewed. Planning for a differentiated, challenging and inclusive curriculum is the responsibility of the class teacher. Planning may show how work has been adapted to meet the needs of individuals and specific resources may be indicated and utilised. Planning for out of school events will always include any relevant adaptations that will be made for pupils with SEND, identified through risk assessments and provision mapping. A range of intervention strategies are provided in school to support Quality First Teaching. The strategies are co-ordinated by the Deputy Headteacher and Phase Leaders. Intervention is additional to or different from those activities provided as part of the school's differentiated curriculum. Provision is mapped to need and detailed records are kept of the children accessing the strategies and the progress made by each child. The class teacher and teaching assistants liaise about the day to day organisation of the strategies and Phase Leaders oversee the interventions which run in their phase.

### Assessment and Tracking

The progress and attainment of children with SEND is tracked continuously in line with school assessment procedures. Teacher assessment levels are entered onto our school tracking systems half-termly and formal reviews of IEPs and provision mapping are undertaken termly. Children falling below nationally expected levels in Reading, Writing or Maths are closely monitored. Assessments from the Bradford Baseline Assessment Toolkit may be carried out if a teacher suspects that there may be a specific barrier to learning. Challenging targets are set for all children including those on the SEND register.

### Admission Arrangements

All children are welcomed at Southmere Primary Academy regardless of whether they have identified additional needs or disabilities. Advice from professionals regarding adaptations and specialist resources is always followed to make every effort to include children with SEND fully in to all aspects of school provision. Parents are encouraged to visit school to discuss with the class teacher and SEND co-ordinator if appropriate, any concerns regarding their child's progress and attainment.

In line with new legislation, school has produced a 'Local Offer' which is published on the website and complements the offer that Bradford publishes for all maintained schools. Printed copies of Southmere Primary Academy Local Offer are available to parents on request and this is also published on our school website.

### The voice of the Child

Where appropriate, children are involved in the setting and reviewing of goals. The ways in which children are encouraged to participate reflect the child's evolving maturity. Children's views and contributions are always valued and responded to sensitively.

### Transfer of Information

All information relating to children with SEND is shared openly between the co-ordinator, class teacher and parents as it is updated and reviewed. Teaching Assistants are party to relevant information where appropriate and are invited to attend meetings and training which

enables them to support children with SEND more effectively. The SEND co-ordinator, together with the Upper Key Stage 2 Phase Leader, liaises with the receiving Secondary Schools to pass on relevant information to facilitate smooth transition at the end of KS2.

### Monitoring of the policy

The Governing Body reviews this policy annually and considers any amendments recommended by the SEND co-ordinator.

The success of the policy and provision is evaluated through:

- monitoring of classroom practice
- analysis of pupil tracking data for individual pupils and groups of pupils
- value added data for pupils on the SEND register
- school self-evaluation

Reviewed and updated by SEND co-ordinator – March 2017

## APPENDIX 1 – GRADUATED RESPONSE

The school offers a graduated response to children with identified special educational needs.

### Step 1

- A child is identified as having some learning difficulty by the class teacher, parent or other agency.
- This could be a child operating at up to two or more sublevels below the expected level.
- It could also be a child with a physical impairment, a child with speech and language difficulties or a child whose behaviour is affecting his or her progress.
- Initial concerns are noted and child placed on the SEN provision map.
- Relevant information about the child's progress and attainment is collected.
- The child is offered a modified (differentiated) curriculum.
- Intervention strategies may be put in place.
- Targets are set for improvement
- The child's progress is monitored and recorded.
- Parents are kept informed of the child's progress through Parent Consultation meetings.
- Additional meetings may be arranged by the class teacher if appropriate.

### Step 2

- The child continues to exhibit some learning difficulty.
- Modified classroom provision and/or intervention strategies have not impacted positively on the child's progress and levels of attainment.

- Child is identified as having additional needs within Range 1 of the Bradford SEN guidance documents.
- The child operates at up to three or more sub levels below expected level.
- Behaviour continues to affect performance.
- Physical impairment and/or speech and language difficulties continues to impact adversely on levels of attainment and progress.
- The class teacher studies the Range guidance provided by Bradford SEN professionals and a Record of Concern is completed by the class teacher in consultation with parents.
- The SEND coordinator is informed.
- The child is placed on the SEND register and guidance for Range 1 is followed.
- Further assessments may be carried out by the class teacher at this stage in order to identify specific area(s) of need.
- Intervention strategies are put in place as appropriate.
- An IEP may be written and adaptations to the curriculum are evident
- The child's progress is closely monitored and recorded.
- Formal reviews take place in addition to the usual Parent Consultation meetings.
- SEND co-ordinator is kept informed of progress and copies of all relevant documents are shared.
- Class teacher SEND coordinator

### Step 3

- The child continues to experience difficulty.
- Intervention strategies and modified provision has not impacted positively on the child's progress and levels of attainment .
- Child is identified as having additional needs within Range 2 of the Bradford SEN guidance documents.
- Referrals to SEN professionals are made with consent of parents
- Despite all the provision made up to this point the child continues to operate at up to 3 or more sub levels below expected level.
- Behaviour continues to affect performance.
- Physical impairment continues to impact adversely on levels of attainment and progress
- The SEND co-ordinator seeks advice from and/or makes a referral to the relevant SEN professionals.
- SEN professionals may offer advice and/ or carry out further assessments with the child at this stage.
- An IEP and/or provision map are created for the child.
- Intervention strategies continue.
- Progress and attainment are closely monitored and recorded.
- The class teacher reviews progress at least twice a year with the parents. SEN professionals may be invited to one or more of the above review meetings.
- SEND co-ordinator attends meetings or is informed of the outcome of the meetings.

### Step 4

- The child continues to experience difficulty.
- Strategies advised by SEN professionals have not had a significant impact on progress.
- Child is identified as having additional needs within Range 3 of the Bradford SEN guidance documents.
- Despite all the provision made up to this point the child continues to operate at up to 3 or more sub levels below expected level.
- Behaviour continues to affect performance.
- Physical impairment continues to impact adversely on levels of attainment and progress SEND co-ordinator invites SEN professionals to work with child in school.
- Professionals advise whether the identified need(s) are sufficiently significant to request a Statutory Assessment.
- If needed, evidence is gathered for Statutory Assessment.

## APPENDIX 2 – ROLES AND RESPONSIBILITIES

### SEND Governor

- Keep the governing body informed about SEND issues within the school.
- Liaise with the school's SEND co-ordinator.
- Monitor the implementation of the SEND Policy
- Provide support for the Head teacher and SEND co-ordinator.

### PRINCIPAL

- Determine the general policy and the approach to SEND. provision.
- Overall responsibility for the referral and Statement/ EHC Plan process.
- Report to the governing body
- Manage the delegated budget for SEND.

### SLT and SMT

- Monitor the assessment outcomes of children on the SEND register.
- Oversee, organise and monitor the impact of intervention strategies.
- Analyse value added data for pupils on the SEND register.

### SEND co-ordinator

- Day to day operation of the SEND policy
- Monitoring planning and classroom practice
- Monitor the provision for children on the SEND register.
- Report to the Governing body.
- Update SEND register regularly.
- Monitor the tracking of children on the SEND register.
- Oversee the co-ordination of intervention strategies
- Monitor the impact of intervention strategies.
- Analyse pupil tracking data for pupils on the SEND register

- Analyse value added data for pupils on the SEND register
- Plan for and monitor the deployment of teaching assistants.
- Ensure that relevant resources are available to meet the needs of pupils with SEND.
- Organise and lead annual reviews for children with Statements/ EHC Plans.
- Liaise with external agencies and ensure that all relevant information is shared between SEN professionals, parents, teachers and pupils
- Liaise with receiving secondary school SEND co-ordinators.

#### Class Teacher

- Provide Quality First Teaching for all children.
- Identify areas of need for pupils within Range 1 and act upon guidance accordingly.
- Complete Record of Concern forms with parents and inform SEND co-ordinator of area(s) of need.
- Plan for and deliver a modified curriculum to meet the needs of children on the SEND register.
- Closely monitor the progress and attainment of children on the SEND register.
- Write and update IEPs where necessary.
- Meet with parents to review IEPs at least twice a year in addition to the usual Parent Consultation meetings.
- Prepare information for and attend annual review meetings for children with Statements/ EHC Plans.
- Identify children for appropriate intervention strategies.
- Monitor the impact of the intervention strategies. Provide appropriate planning and guidance for Teaching Assistants.
- Provide information for the SEND co-ordinator as required.
- Ensure that relevant information treated sensitively and is accessible for relevant staff.
- Transfer information to the receiving teacher / school as pupils transfer between classes/ phases.
- Meet with SEN professionals as appropriate and ensure that all recommended actions and adaptations are implemented in classroom practice.

#### Teaching Assistants

- Plan for and deliver intervention strategies and liaise closely with class teachers about their impact.
- Liaise with parents as appropriate.
- Record and report any relevant information including intervention monitoring and reports for Statements/ EHC Plans
- Provide the class teacher and SEND co-ordinator with appropriate information as required.
- Parents Meet with class teacher, SEND co-ordinator and SEN professionals as necessary.
- Support the requirements of the IEP.
- Inform the school of any significant issues regarding the child including involvement with outside agencies/ professionals arranged privately.