

Special Educational Needs and Disabilities (SEND) Policy for Boyton Primary School

Designated Person responsible for managing the provision for children with SEND (SENCO): Mrs Tracey Laithwaite

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This policy is based on the Statutory Educational Needs and Disability (SEND) Code of Practice 0-25 years (April 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- United Nations Convention on Rights of the Child (1991)

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014. This policy has been created by the SENDCo in liaison with the Head of School, SEN Governor, SLT and staff, with due regard to the input of parents and pupils with SEND.

Our School principles and philosophy

Our guiding principle is one of Inclusion and we aim to provide high quality teaching for all of our pupils. This includes appropriate adaptations for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down barriers to learning so that all our pupils experience success. We adopt a whole school

approach and operate an equal opportunities policy for all. Every child is valued equally regardless of their race, belief, disability, sexuality, gender or class. Each child is entitled to a broad, balanced, relevant and differentiated curriculum.

Our children are at the heart of everything we do, we are hugely proud of our school and all that we achieve together.

This policy describes how we meet the needs of children who may experience barriers to their learning.

In compliance with the SEND Code of Practice, there is a graduated approach to the identification, provision and support of all pupils, which includes a period of close monitoring and targeted provision prior to the consideration being given to place a child onto the school Record of Need. Should a pupil require provision that is additional and different they are placed on the school Record of Need.

Their provision will be identified and progress monitored by Individual Education Plans (Assess, Plan, Do, Review)

1. Aims and Objectives

The overarching aim of this policy is to ensure that the needs of pupils with SEND, and the barriers to their learning are accurately identified and effectively met. This is so that they are able to achieve and develop well, both as individuals and as members of the community.

Aims:

- Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
- Ensure that lessons are stimulating, enjoyable and adapted to meet the needs of all pupils, including those with SEND.
- Ensure that teaching and learning is multi-sensory.
- Make sure that additional support is targeted, using a judicious blend of in-class support and withdrawal.
- Use the most appropriate resources to support learning, taking into account individual learning styles and ensuring that the development of pupils' literacy skills has the highest priority.
- Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money

Objectives:

Through the application of this policy we wish to:

1. Ensure compliance with National SEND Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015.
2. Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.
4. Ensure all staff implements the school's SEND policy consistently – fully endorsing our belief that every teacher is a teacher of every child including those with SEND.

5. Ensure that there is no discrimination or prejudice.
6. Ensure all pupils have access to an appropriately adaptive curriculum.
7. Recognise, value and celebrate pupils' achievements at all levels.
8. Work in partnership with parents/carers in supporting their child's education.
9. Guide and support all school staff, governors and parents on SEND issues.
10. Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
11. Provide appropriate resources and ensure their maximum and proper use.
12. Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his/her wishes are taken into account as part of the process and of the shared responsibility in meeting his/her educational needs.
13. To provide an appropriately qualified Special Educational Needs Co-ordinator (SENDCo) who will oversee and work with the SEND Inclusion Policy.
14. To provide support and advice for all staff working with pupils who have SEND.
15. Support pupils with SEND to develop their personality, talents and abilities to the full.
(UNCRC Article 23)
16. Encourage all pupils with SEND to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC Article 29

2. Identifying Special Educational Needs

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND.

A child has a learning difficulty or disability if he/she:

- greater difficulty in learning than the majority of children of his/her age and/or
- a disability which prevents or hinders them from making use of educational

facilities/ provision that is normally available.

In addition, we identify special educational needs within the context of the usual differentiated curriculum of the school. Pupils are identified as having SEND if they are not making progress within a curriculum that:

- a) sets suitable learning challenges
- b) responds to pupils' diverse learning needs
- c) aims to help pupils overcome potential barriers to learning

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical Needs
- Social, Mental and Emotional Health.

Whilst it is clear that the purpose of identification is to work out what action the school needs to take, it is not our purpose to fit a pupil into a category and serves solely to identify the needs of each individual pupil by considering the whole child, not just his/her special educational needs.

The school will always take needs that are NOT SEND but that may impact on progress and attainment into account, for example:

- Attendance and Punctuality - Health and Welfare
- EAL - Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being the child of a Serviceman/woman

The identification of behaviour as a need is not an acceptable way of describing SEND and any concerns relating to a child's behaviour will be described as an underlying response to a need which the school has recognised and identified clearly or is investigating fully.

Early years pupils with SEND

As set out in the EYFS framework. All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care.

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Provide information for parents on how it supports children with SEND.
- Inform parents when the school makes special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.

3. A Graduated Approach to support of SEND at Boyton Primary School

At Boyton Primary School all teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from specialist staff and teaching assistants. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND. 'Quality First' teaching is a priority of the school. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Close liaison is maintained with all members of staff by the SENDCO to ensure that pupils are only identified as having SEND if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching.

Details of the provision on offer at Boyton Primary School can be found in the School Offer in the SEND section of the School's Website.

Levels of Need

Boyton Primary School's Graduated Response consists of three levels as follows:

On-Alert / At Risk:

This refers to pupils who may, for some reason, have fallen behind and require some additional input to catch-up. A pupil in this category may have one or more of the following indicators:

- Be at risk of not meeting their targets
- Currently working at a standard below National expectations and their targets will not bring them above this level
- New entrants to the school whose needs are still being assessed
- Currently have barriers to their learning eg
 - Their behaviour is disruptive
 - There are attendance/lateness issues
 - Concerns over their mental well-being
 - The family is currently experiencing challenges #
 - They have English as an Additional Language (EAL)
 - Disruption caused by the pandemic

All class teachers are required to keep a list of pupils who they are monitoring at On-Alert level and to identify and implement strategies to address the child's needs and enable them to catch-up. This will involve conversations between the class teacher, SENDCO and parents which will include problem-solving, planning support and strategies for the individual pupils recorded on an adaptations plan.

Pupils at this level of need DO NOT form part of the School's Record of Need (RON) and, in line with the Code of Practice, the school ensures that everything is done at an early stage as possible to avoid the need for SEN Support. However, if after a period of time, an individual does not catch-up, it is at this point that consideration will be given as to whether they need SEN support.

SEN Support:

Pupils are placed on the RON at this level after assessment and consultation between the SENDCO and Class Teacher when it is established that they have a significant learning difficulty and need provision that is **additional and different**.

At this point, parents/carers will be informed of the decision and the school will continue to work in partnership with them, listening their views and those of the pupil, and involving them proactively in planning and decision making. This will take the form of a termly 'Assess- Plan-Do -Review Cycle.'

Assess

- Teachers' high quality accurate assessment and experience of the child.
- Pupil progress attainment and behaviour.
- Development and attainment in comparison to peers.
- Views and experiences of parents.
- The child's own views.
- If relevant, assessments, views of and advice from external services.

Plan

A plan will be drawn up by the Class teacher (and SENCo where necessary) in consultation with parents and child. It will include:

- The outcomes agreed for the next term
- The support and interventions to be put in place
- The expected impact on progress, development or behaviour
- A clear date for review
- A copy will be given to the parents, teachers and the SENCo.
- Details will be included on termly provision maps.

Do

- The class teacher remains responsible for working with the child on a daily basis and works closely with TAs or specialist staff to plan and assess the impact of the interventions.
- The SENCO supports 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.

Review

Parents will be invited to attend termly review meetings with the Class Teacher and their child in order to monitor/ review the effectiveness of the support and the impact on the child's progress.

- A new plan will then be drawn up with targets for the next term.
- Parents will be given copies of all notes recorded at the review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Involving Specialists

If a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age expected despite SEN Support, the school will involve specialists, including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

Regular liaison is maintained, with the following external agencies for pupils on SEND support and pupils with an Education Health Care Plan (where applicable)

- Educational Psychology Services
- Social Services
- Audiology services
- Health Services – GP or paediatrician
- Early Years Services
- County Special Education Caseworker
- Speech and Language Therapist

- Cognition and Learning Advisor
- Physical and Medical Team Advisor
- Hearing and Vision support Advisor
- CAMHS
- Early Years Inclusion Team
- Communication Support Service
- Health visitor / school nurse
- Autism Spectrum Team
- Occupational Therapy
- Educational Mental Health Practitioner.

Education, Health and Care Plan (EHCP):

Pupils who need more specialist provision and whose needs can not be wholly met at SEND support level will be the subject of Statutory Assessment. This is completed by the SENCo and class teacher who obtains the views and information about the pupil from all professionals involved in their education health and /or care. Parents / Carers views and those of the child are obtained and will be considered in order for a recommendation for an EHCP to be made to the Local Authority. The Local Authority then considers the application and issues an EHCP as appropriate.

There is a statutory requirement to review an EHCP annually (six-monthly in the EYFS) This review meeting is held at the school (or virtually) with parent, child and all professionals involved invited to attend.

If the child is a Year Five pupil, an annual review will be held in the Summer Term, regardless of when the last review occurred. At this review consideration is given as to which senior school the child will move onto and a placement requested. This may be to a mainstream school or a specialist setting. The Local Authority will consider whether this placement can be made.

In addition, pupils with an EHCP are subject to the termly Assess-Plan-Do-Review Cycle.

The SENDCO at Boyton Primary School holds the National SENDCO Award. They are responsible for:

- Assessing specific needs of students with SEND, including application for Statutory assessment.
- Undertaking the screening of pupils for dyslexia, processing and other specific learning difficulties.
- Liaising with other schools to aid transition d) Ensuring all relevant information is forwarded on to
- new school.
- Operation of the school's SEND Policy
- Liaising with and advising class teachers and support staff.
- Maintaining the SEND Record of Need and the records of all pupils with SEND.
- Liaising with parents/carers of pupils with SEND.

- Liaising with external services including the Educational Psychology Service, Social Care, Health Professionals, Early Support etc
- Organising review meetings for pupils with SEND including those with an EHCP.
- Ensuring that applications are made for additional support for any Y6 pupil who require additional
- support to access the end of KS2 statutory assessments arrangements eg additional time; Scribe or Reader
- Ensuring all statutory paperwork is written and kept up-to-date (SEND Policy; School Offer; Annual SEN Information Report)

The SENDCo - Mrs Brooks works closely with class teachers to ensure provision is effective and also with the SEND Local Governor who reports regularly to the Local Governing Advisory Board (LGAB).

4. Criteria for exiting the SEN Record of Need

The SENDCO has responsibility for the removal of a pupil from support on the Record of Need at Boyton Primary School. The decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate teaching staff/outside agencies and parents.

5. Supporting Pupils and Families

- This SEND Policy informs you of how we, at Boyton Primary School, provide for our pupils with SEND.
- Our School Offer informs what provision is on offer at Boyton Primary School.
- Our Annual Information Report informs what provision was required and delivered over the previous twelve months
- The School's website has an SEND section where our School Offer and Annual SEN Information Report can be viewed, in accordance with Regulation 51, Part 3 section 69(3)(a) of the Act.
- Families of pupils with SEND are guided towards the ' Family Care and Support in Cornwall' Website with regard to the LA Local Offer for SEND in accordance with Regulation 51, Part 4.
- Admission arrangements can be found on the school website.
- The school's policy on managing the medical conditions of pupils can be found on the school website.
- Transition meetings between class teachers to discuss the needs of individual pupils with SEND take place in July and will include the passing on of all records including all Individual Learning Maps.
- We ensure that Y6 pupils with specific SEND can access KS2 SATS. The SENDCO, in liaison with the Y6 class teacher, ensures access arrangements have been made in a timely manner.

6. Supporting pupils at Boyton Primary School with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including educational visits and physical education. Some, but not all, 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, but not all, pupils may also have SEND and may have an EHCP which brings together health and social care needs, as well as special educational provision and the Code of Practice (2015) is followed.
- The school has a number of members of staff trained in Paediatric and General First Aid and, where appropriate, staff are trained in managing the medication and other treatments of pupils with medical conditions. See the school policy for Part 1 page 9 supporting Pupils with Medical Conditions for more detailed information including the name of the member of staff who leads on this aspect of care.
- The school follows guidance published by the DfE which can be found at www.sendgateway.org.uk

7. Monitoring and Evaluation of SEND

Please refer to information given in Section 3 of this policy. The quality of provision offered to all pupils with SEND is continuously monitored through ongoing daily, weekly, termly and annual review, on an individual and cumulative basis in conjunction with the Governors, Headteacher, SLT, teaching staff and parents in line with an active process of continual review and improvement of whole school practice.

8. Training and Resources

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and feed into the School Development Plan.
- The SENDCO undertakes regular Audit of Staff Skills and SEND Knowledge in order to recognise and address gaps within the school and for individuals.
- The Headteacher oversees the professional development of all teaching staff and teaching assistants. Training occurs during whole school training days, staff meetings and by attending courses, face-to-face or virtually. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.
- Newly appointed teaching and support staff undertake an induction meeting with the Headteacher or SENDCO who will explain systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.
- Support Staff are encouraged to take an active part in all school functions/training

9. Roles and Responsibilities

Role of the SEND governor/Governing Body

There is a named SEND Governor. The Governing body has regard to the SEN code of Practice (2015) when carrying out duties towards all pupils with SEND consequently it is their responsibility to:

- Ensure the necessary provision is made for pupils with SEND.
- Determine the school's general policy and approach to pupils with SEN in cooperation with the Headteacher and SENDCO.
- Ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEND.
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents.
- Ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Governing Body.
- Ensure that parents are notified of a decision by the school to make SEND provision for their child.
- Ensure that pupils with SEND are included as far as possible into the activities of the school.

- Consult with the LA and the Governing bodies of other schools, when appropriate, in the interests of coordinated SEND provision in the area.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

Role of the Teaching Assistants

Teaching Assistants and Higher Level Teaching Assistants are recruited to work within the classroom and/or with targeted groups or individuals outside the classroom as directed by the Senior Leaders and Class teachers. The learning of all pupils remains the responsibility of the class teacher at all times.

10. Storing and Managing Information

The school complies with the Data Protection Act 1998 (the Act) and the General Data Protection Regulations 2018 (GDPR) which become law on 25th May 2018. We follow data protection laws and confidentiality requirements with respect to information about pupils and families.

11. Reviewing the SEND Policy

The Policy will be reviewed annually to comply with requirements for SEND with effect from September 2017

12. Accessibility

Please refer to the Accessibility Plan. This can be seen on the school website.

13. Dealing with Complaints

The school's Complaints Procedure Policy is on the school website. Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

14. Bullying

Please refer to the school's Behaviour Policy which is available on the school website.

15. Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs. The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online.

The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND. Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCO.

Designated Safeguarding Lead

Mrs Katherine Davies (Head teacher)

Designated Teacher for Looked After Children

Mrs Katherine Davies (Head teacher)

Designated Member of Staff responsible for PPG/LAC Funding

Mrs Katherine Davies(Head teacher)

Designated Member of Staff responsible for managing the School's responsibility for meeting the medical needs of pupils

Mrs Katherine Davies (Head teacher)

Policy Agreed:

Date

Signed – Chair of Governors

Review DateSeptember 2025.....