An Daras Multi Academy Trust

Boyton Primary School

Special Educational Needs and Disabilities (SEND) Policy

The An Daras Multi Academy Trust (ADMAT) Company
An Exempt Charity Limited by Guarantee
Company Number/08156955

Status: **Awaiting approval**	
Recommended	
Statutory	Yes
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Advisory Committee	Local Governing Advisory Body
Linked Documents and Policies	SEN Information Report SEND Local Offer SEND Code of Practice 0-25 years – 2014 Accessibility Plan Managing the medical conditions of pupils

Special Educational Needs and Disabilities Policy

Designated Person responsible for managing the provision for children with SEN and / or disabilities (SENDCo): Mrs Katherine Davies
Email: kdavies@andaras.org

1 PRINCIPLES AND PHILOSOPHY

At Boyton School, all children are valued equally regardless of their abilities, interests and behaviour. Each child is entitled to a broad, balanced, relevant and adaptive curriculum. However, some children experience considerable differences in learning at certain stages in their school life. The majority of children will learn and progress within the normal class situation, those who have differences may have SEND.

2 COMPLIANCE AND GENERAL STATEMENT

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities 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
- Disability Discrimination Act 1995
- Children and Families Act 2014
- SEND Code of Practice 0 -25 Years (April 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- 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.

In compliance with the new SEN Code of Practice and SEND Reforms, 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 (RON). Should a pupil require provision that is additional and different they are placed on the RON under one single category, namely SEN Support. Their provision will be identified and progress monitored via Individual Provision Mapping.

This policy sets out our commitment to raising the aspirations and expectations for all pupils with SEND.

3 AIMS

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 so that they are able to achieve and develop, both as individuals and as members of the community, living life with dignity and independence. (UNCRC Article 23).

To this end, we aim to:

- Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
- Ensure that lessons are stimulating, enjoyable, adaptive and designed 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 appropriate 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)

4 IDENTIFYING SPECIAL EDUCATIONAL NEEDS

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

- disability which prevents or hinders them from making use of educational facilities/ provision that is normally available.

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

- sets suitable learning challenges
- responds to pupils' diverse learning needs
- 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 as 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:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (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 no longer 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.

5 A GRADUATED APPROACH TO 'SEN SUPPORT' AT BOYTON

At Boyton 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, scaffolded support 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 SEN 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 School can be found in the School Offer in the SEN section of the School's Website:
Boyton Primary School - SEND

and on the Family Information Service, Cornwall Website:
Family Information Service Cornwall

Levels of Need
Boyton School '**Graduated Response**' consists of three levels as follows:

On-Alert/Monitoring:
This refers to pupils who may, for a variety of reasons, have fallen behind and require some additional input to diminish the gap. A pupil in this category may have one of 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 e.g.
    - Their behaviour is disruptive
    - There are attendance / lateness issues
    - Concerns over their mental health
    - The family is currently experiencing challenges
    - They have EAL (English as an Additional Language)

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 their needs to 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.

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 a 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 to 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

- Teacher's high quality, accurate formative assessment and experience of child
- Pupil progress, attainment and behaviour
- Development & 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 SENDCo when necessary) in consultation with the 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
- The plan will be recorded on the pupil's Individual Provision Map.
- A copy will be given to the parents.

Do

- The class teacher remains responsible for working with the child on a daily basis and works closely with LSAs or specialist staff to plan and assess the impact of the interventions.
- The SENDCo 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 the plan will then be drawn up and added to the ongoing Individual Provision Map.
- Parents will be given copies of all notes recorded at the review.

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 SEN support and pupils with Education Healthcare Plans [as applicable]

- SEND Support services
- Psychological Services
- Social Services
- Audiology Services

- Health Service e.g. child's GP or paediatrician
- Early Years Inclusion Service
- County Special Education caseworker
- Parent Partnership Services e.g. SENDIASS
- Speech and Language Therapist
- Cognition and Learning Advisory Service
- Physical and Medical Needs Advisory Service
- Hearing & Vision Support Advisors
- Physical & Medical Needs Advisory Service
- CAMHS
- Communication support service
- Health Visitor / School nurse
- Education Mental Health Practitioners (EMHP)

Education, Health and Care Plan (EHCP)
Pupils who need more specialist provision and whose needs cannot be wholly met at SEN Support level will be the subject of Statutory Assessment. This is completed by the SENDCo and class teacher who obtains the views and information about the child from all other 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 LA then considers the application and issues an EHCP as appropriate (EHCP's replace Statements of Educational Need).

There is a statutory requirement to review an EHCP annually (SEN Review). This review meeting is held at the school with parent, child and all professionals involved invited to attend. In addition, pupils with an EHCP are subject to the termly Assess-Plan-Do-Review Cycle.

The SENDCo is responsible for:

a) Assessing specific needs of pupils with SEND, including application for statutory assessment.
b) Managing the screening of pupils for dyslexia.
c) Liaising with other schools to aid transition
d) Ensuring all relevant information is forwarded on to new school.
e) Day-to-day operation of the school's SEN Policy
f) Liaising and advising class teachers and support staff.
g) Maintaining the SEN Record of Need and the records of all pupils with SEN.
h) Liaising with parents/carers of pupils with SEN.
i) Liaising with external services including the Educational Psychology Service, Social Care, Early Support etc
j) Attending review meetings for pupils with SEN including those with an EHCP.
k) Applying for access arrangements e.g. additional time for KS2 SAT's

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

6 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 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.

7 SUPPORTING PUPILS AND FAMILIES

- Families of pupils with SEN are guided towards the Cornwall Family Information Service (FIS), Family Information Service Cornwall with regard to the LA Local Offer for SEN in accordance with Regulation 51, Part 4.
- Boyton School has provided a link on the Cornwall FIS's website to information on our provision for families who have a child with a SEN and/or Disability in line with current requirements (The School Offer). This link includes the SEN Policy and SEN Information Report in accordance with Regulation 51, Part 3 section 69(3)(a) of the Act.
- Admission arrangements can be found on the school website: Boyton Primary School - Admissions
- 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 Provision Maps.
- We ensure that Y6 pupils with specific SEND can access KS2 SATS. The SENDCo, in liaison with the Y6 class teachers, ensures access arrangements have been made in a timely manner.

8 SUPPORTING PUPILS, AT BOYTON 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 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 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 supporting Pupils with Medical Conditions for more detailed information.
- The school follows guidance published by the DfE which can be found at www.sendgateway.org.uk Referrals can be made (with parental permission) to the Physical and Medical Needs Advisor as required.

9 MONITORING AND EVALUATION OF SEND

Please refer to information given in Section 4 of this policy. The quality of provision offered to all pupils with SEND is continuously monitored through ongoing daily, weekly, half 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.

10 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 Executive Head oversees the professional development of all teaching staff and teaching assistants which occurs during whole school training days and by attending courses. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.
- The SENCo undertakes an annual Audit of Staff Skills and SEND Knowledge in order to recognise and address gaps within the school and for individuals.
- The SENDCo from Boyton School, and also within An Daras Academy, have a range of SEN specialisms, and are able to provide CPD for staff as required.
- Newly appointed teaching and support staff undertake an induction meeting with the SENDCo who will explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The SENDCo regularly attends SEN network meetings in order to keep up to date with local and national developments and reforms in SEND.

The Local Governing Body/Board of Directors allocates resources according to the number of children placed on 'SEN support' and the distribution of these children through the school - see local offer/ school offer on the school website:

Boyton Primary School - SEND

The Local Authority makes funds available to the school to support the pupils who are the subject of Educational Health Care plans. Some may have the option of taking a personal budget which they can be part of the decision making for meeting the additional needs of their child in one of 3 ways:

- School has full control of the budget;
- Parents control the budget in agreement with the school;
- Parents hold the budget in a separate account and approach the school to discuss appropriate spending of the budget in agreement together.

11 ROLES AND RESPONSIBILITIES

Role of the SEND governor/Governing Body

There is a named SEND Governor: Mrs Donna Billing

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 SEND in cooperation with the Executive Head 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.

Role of the Learning Support Assistants (LSAs) and Higher-Level Teaching Assistants (HLTAs)
LSAs and HLTAs are recruited to work within the classroom and/or with targeted groups or individuals inside / 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.

SAFEGUARDING
We know that children with SEND are more vulnerable and are vigilant to safeguarding issues that may arise. In particular, we identify that the online world was not built with children's protection in mind and as such can expose them to significant risks. Research shows that children who are vulnerable offline are many more times likely to be vulnerable online too. Additional support through ICT / PSHE has been put in place to address this need.
Please refer to our Safeguarding Policy. This can be viewed on the school website.

Designated Safeguarding Lead
Mrs Katherine Davies (Head of School)
Mrs Jane Gilman - DDSL(Class Teacher)
Mr Jon Phillpotts – DDSL (Executive Head)

Designated Teacher for Looked After Children
Mrs Katherine Davies (Head of School)

Designated Member of Staff responsible for PPG/LAC Funding
Mrs Katherine Davies (Head of School)

Designated Member of Staff responsible for managing the School's responsibility for meeting the medical needs of pupils
Mrs Katherine Davies (Head of School)

Local Links
The school has strong links with all the local academy schools (An Daras Multi Academy Trust):

- Windmill Hill,
- St Stephens,
- St Catherine's C of E School
- Coads Green
- Lew Trenchard
- Princetown
- Launceston Preschool
- Callington
- Werrington
- North Petherwin
- Lewannick

We also have strong links with Launceston College. Liaison is maintained regarding transition and support as part of the local offer.

12 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.

13 ACCESSIBILITY

Please refer to the Accessibility Plan. This can be viewed on the school website:
Boyton Primary School - SEND

14 ARRANGEMENTS FOR THE TREATMENT OF COMPLAINTS

The Complaints procedure is included in the Complaints Policy and this is reviewed by the Local Governing Body/Board of Directors:
Boyton Primary School - Policies

15 BULLYING

Please refer to the school's Anti-Bulling Policy which is available on the school website:
Welcome to An Daras Multi Academy Trust

16 REVIEWING THE SEN POLICY

The Policy will be reviewed annually to comply with requirements for SEND with effect from April 2015. The Local Governing Advisory Body will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils 'Individual Provision Maps and SEN Reviews. In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Pupil progress meetings
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Number of exclusions
- Number of children supported by the funding allocation for special educational needs
- Consultation with parents
- Parent SEN questionnaires
- Pupils' awareness of their targets and achievements.

Signed…… Executive Head Teacher

Signed…… Chair LGAB

Date……