

SEND policy and information report

Little Bowden Primary School



Approved by:	Ben Mooney (SENDCo and Assistant Headteacher) Brendan Brannigan (Headteacher)	Date: 29 th August 2023
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1. Aims

Our SEND policy and information report aims to:

- › Set out how our school will identify pupils with special educational needs (SEN)
- › Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)
- › Explain the roles and responsibilities of those involved in providing for pupils with SEND

We are committed to using our best endeavours to provide appropriate and high-quality education for all children at our school.

Our school Mission Statement –

‘Working together to Love Learning’

This underpins all of our curriculum studies, as such we are working together to:

- Inspire creative, curious independent learners.
- Empower our children to achieve their academic excellence.
- Build resilient minds to flourish in an ever-changing world.
- Celebrate culture and community
- Nurture teaching excellence by valuing self-reflection and professional development.

The Route to Resilience (R2R) ethos underpins the SEND policy and staff and children are encouraged to use our character words at all times to enable them to:

- Drive their learning forward and achieve their goals.
- Become confident individuals living fulfilling lives
- Make successful transition to their next phase of education.

At Little Bowden, we believe that ‘Every teacher is a teacher of SEND’. We have the highest aspirations and expectations for all pupils, including those with special

educational needs. We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND. We aim to provide all children, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCos) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- › A significantly greater difficulty in learning than the majority of the others of the same age, or
- › A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Ben Mooney

They will:

- › Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEND support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority (LA) and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- › Help to raise awareness of SEND issues at governing board meetings

- › Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- › Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- › Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEND

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- › Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Broad areas of need as outlined in the SEND Code of Practice (2014) These four broad areas give an overview of the range of needs that the school plans for and not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia and dyscalculia
- › Social, emotional and mental health (SEMH) difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, sensory processing disorder, visual impairments and hearing impairments
- › Moderate/severe/profound and multiple learning difficulties

Other factors that may impact progress and attainment that are not automatically considered to be a SEND need include:

- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Bring a looked after child
- Being a child of a serviceman or service woman

5.2 Identifying pupils with SEND and assessing their needs

At Little Bowden School, all class teachers have had access to training to support the identification of SEN.

We assess each pupil's current skills and levels of attainment on entry and at the end of every academic year, which will build on previous settings and Key Stages. Class teachers will make regular assessments of progress for all pupils throughout the year and identify those whose progress:

- › Is significantly slower than that of 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When a member of staff recognises that a pupil is not making expected progress, in the first instance they are expected to assess need and provide additional support in the classroom for the gaps. Class teachers will submit an Initial-Concerns to the SENDCo and inform parents. This is part of our assess-plan-do-review cycle.

Teachers are then expected to evidence this additional support. Where it is felt that the support put in place has not impacted the child, the SENDCo will look to observe and support the class teacher and child, by suggesting/advising alternative provisions to those already used. The child will be monitored closely by all adults involved and reviewed after an appropriate period of time.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed. At this point parents will be contacted to discuss adding the pupil to the SEND register.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We consider the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are
- › Teachers will have regular contact with parents to update them on progress
- › Parents will have access to our online SEND platform, where they will be able to see their child's half termly learning plans.

The school can involve specialists at any point to for advice regarding early identification and effective support. However, where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parents will always be involved in any decision to involve specialists along with the child's class teacher and in appropriate cases, the child them self. Specialist agencies will only be contacted where parents are in agreement. It is the SENDCo's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded, shared and fully understood by parents, teaching staff and, where appropriate, the child.

Notes of these early discussions will be added to the pupil's record and any subsequent communications between school and parents.

Parents will be formally notified before any child is added to our SEND register and invited to sign a consent form.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

Any assessments will be reviewed regularly as will the child's individual learning plan.

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.

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider requesting SEND Intervention funding or EHC needs assessment from the Local Authority if appropriate. To inform this decision, the SENCO will have close regard to the local authority's criteria guidance for funding through a SEND Support Plan or for an EHC Plan assessment. This can be found on the Leicestershire Local Offer <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability> along with information on the EHCP coordinated assessment process and will be shared in full with parents to ensure they are confident and clear about what the process and how they are involved in it.

5.5 Supporting pupils moving between phases and preparing for adulthood

The SENDCO will liaise with the new setting to ensure all relevant information has been relayed. We will share information with the school or other setting the pupil is moving to. Where possible we will endeavor to arrange additional transition meetings and opportunities for the child to visit the new setting and meet with their new teachers prior to the move. Where appropriate the child will be provided with a transition booklet.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

We can provide interventions in the following areas of need:

- › Cognition and Learning
- › Social Emotional and Mental Health
- › Speech and Language
- › Communication and Interaction
- › Sensory and Physical

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting or providing additional resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing workspace outside of the classroom
- Accessibility for all students (which is set out in our Disability and Equality Scheme and the Accessibility plan)

5.8 Additional support for learning

We have several teaching assistants who are trained to deliver interventions in the areas listed above. Each year group has a designated SEND teaching assistant to deliver specialist provisions and interventions on a daily basis.

Classroom teaching assistants are also available to support pupils 1:1 or in small groups.

We work with the following agencies to provide support for pupils with SEN:

- Specialist Teaching Service (Leicestershire)
- Autism Outreach Team – previously known as Autism Outreach Service (AOT/AOS)
- Educational Psychologist
- Counsellor
- Speech and Language Therapist
- SEMH key worker
- Family Support worker
- Pastoral Lead
- School Nurse, GP and Paediatrician
- Occupational therapists and physiotherapists
- Oakfield Short Stay behavioural support team
- Child and Adolescent mental health services (CAMHS)

5.9 Expertise and training of staff

Our SENDCo will complete National Special Education Co-Ordinator's Award (NASENCo) and is allocated three days a week to manage SEND provision. The SENDCo is supported by the Deputy Headteacher and Pastoral Lead, who both have the NASENCo award.

We have several teaching assistants, who are trained to deliver specialist interventions.

5.10 Securing equipment and facilities

We have several additional teaching workspaces around school and work to ensure we are regularly updating and replenishing resources needed each year.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after six weeks
- Gaining pupil voice via questionnaires and Microsoft Forms

- › Monitoring by the SENDCO
- › Regular learning walks
- › Using provision maps to measure progress
- › Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in after school clubs and competitions, sports days and extra-curricular trips.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Information on how we support those with disabilities can be found in our Disability and Equality Scheme and the Accessibility plan both can be found here: <https://www.littlebowden.leics.sch.uk/little-bowden-school-policies/>

5.13 Support for improving emotional and social development

Pastoral Lead: Toni Boa

We provide support for pupils to improve their emotional and social development in the following ways:

- › Pupils with SEND are encouraged to take part in all school activities
- › Pupils with SEND are also encouraged to be part of our pastoral lead clubs to promote teamwork/building friendships, for example, chill out club, time to talk
- › Providing a safe space for SEND pupils to talk to an adult
- › Access to our trained ELSA
- › Access to Forest school.
- › Access to specialist social and emotional interventions

We have a zero-tolerance approach to bullying. Further details can be found in our behaviour policy.

5.14 Working with other agencies

We have access to and work with the following agencies to provide support for pupils with SEN:

- › Specialist Teaching Service (Leicestershire)
- › Autism Outreach Team – previously known as Autism Outreach Service (AOT/AOS)
- › Educational Psychologist
- › Counsellor
- › Speech and Language Therapist
- › SEMH key worker
- › Family Support worker
- › Pastoral Lead
- › School Nurse, GP and Paediatrician
- › Occupational therapists and physiotherapists
- › Oakfield Short Stay behavioural support team
- › Child and Adolescent mental health services (CAMHS)

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. An appointment with the SENDCo can be made to resolve the complaint should it be required. If the complaint is unresolved, the school's complaints procedure should be followed – this can be found on the school's website (a copy can be obtained from the office upon request).

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Local offer: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

5.17 Contact details for raising concerns

A request for a meeting can be made by contacting the school office.

Ben Mooney – SENDCo and Assistant Headteacher

Cressida Knox - Deputy Headteacher

5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

6. Monitoring arrangements

This policy and information report will be reviewed by Ben Mooney annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Behaviour policy
- Disability and Equality Scheme
- Supporting pupils with medical conditions policy
- Accessibility Policy
- Leicestershire Local Offer