



Blackshaw Lane Primary
& Nursery School

SEND POLICY

CONTENTS

1. OVERVIEW – SEND VISION
2. MISSION STATEMENT
3. AIMS AND OBJECTIVES OF THIS POLICY
4. ADMISSION ARRANGEMENTS
5. IDENTIFICATION AND ASSESSMENT
6. MANAGEMENT OF SEND WITHIN SCHOOL
7. CURRICULUM ACCESS AND PROVISION
8. OUTCOMES AND SUPPORT PLANS
9. CODE OF PRACTICE GRADUATED RESPONSE
10. REQUEST FOR STATUTORY ASSESSMENT
11. EDUCATION HEALTH CARE PLANS
12. PARTNERSHIP WITH PARENTS/CARERS
13. INVOLVEMENT OF PUPILS
14. SPECIAL PROVISION
15. STAFF TRAINING AND DEVELOPMENT
16. MONITORING & EVALUATING
17. RESOURCES
18. TRANSITION
19. COMPLAINTS
20. REVIEW OF THE SEND POLICY

1. OVERVIEW – SEND VISION

We value all children equally, whatever the differences in their abilities or behaviours and believe that every child matters. We aim to meet individual needs and provide opportunities for all children to make good progress and to Belong, Learn and Shine. We believe that every teacher is a teacher of every child, including those with Special Educational Needs and Disabilities (SEND). All children will have access to quality first teaching through a challenging, broad and balanced curriculum. Children will enjoy and fully participate in the life of our school and make a positive contribution to the school community. As the children grow and develop they will become more independent, resilient and confident in their learning.

The governing body will ensure that appropriate provision will be made for all pupils with SEND. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 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 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (4/14)
- The National Curriculum in England Key Stage 1 and 2 framework document (9/13)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

All our work is defined in our Mission Statement and in our motto of “Belong, Learn, Shine”.

2. MISSION STATEMENT

Our school is a place where the community, governors, staff, parents and pupils work together to ensure all children receive a rich, inspiring, dynamic education. At Blackshaw Lane we create a happy, secure and safe environment that encourages children to be effective learners. We ensure that every child has opportunities to learn what it takes to be an all-round good citizen and achieve the life skills to succeed in modern Britain and beyond.

3. AIMS AND OBJECTIVES OF THIS POLICY

- ❖ To reach high levels of achievement for all
- ❖ To be an inclusive school
- ❖ To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- ❖ To meet individual needs through a wide range of provision
- ❖ To share a common vision and understanding with all stakeholders
- ❖ To provide curriculum access for all
- ❖ To achieve a level of staff expertise to meet pupil need

4. ADMISSION ARRANGEMENTS

No pupil will be refused admission to school on the basis of their educational need. In line with the SEN and Disability Act we will treat every application in accordance with the admissions policy and we will take all reasonable steps to provide effective educational provision.

5. IDENTIFICATION AND ASSESSMENT

A pupil has SEN where their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean fewer pupils will receive such support.

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice 2014.

- **Communication and Interaction** – e.g. speech & language difficulties, autistic spectrum disorder
- **Cognition & Learning** – e.g. dyslexia, dyspraxia, dyscalculia or general learning difficulties
- **Social Emotional and Mental Health difficulties** – e.g. children/young people who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, where these are the main presenting needs
- **Sensory and/or Physical** – e.g. visual impairment, deafness, milder hearing impairment, physical difficulties

It is important to note that not all behaviour issues are linked to social, emotional and mental health and may reflect other underlying difficulties.

Children and young people with some health or disability conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special education provision they will also be covered by the SEN definition.

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a child's progress:

- Disability
- Attendance
- English as an additional language (EAL)
- Being in receipt of Pupil Premium (PP)
- Being a Child Looked After (CLA)

6. MANAGEMENT OF SEND WITHIN SCHOOL

The Governing Body has delegated the responsibility for the day to day implementation of the policy to the SENCo, Joanne Rodgers, who has Qualified Teacher Status and completed the National Award for SENCo in 2017. All school staff have a responsibility for pupils with SEND in their class, ensuring quality first teaching with differentiation to meet all the needs of all pupils. Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred.

The SENCo is responsible for:

- Working with the Head teacher and SEN Governor to determine the strategic development of the SEND policy and provision in the school. The SEND Governor is Joan Marshall
- Having day-to day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those with EHC plans
- Providing 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
- Advising on the graduated approach to providing SEN support
- Evaluate process and practice to improve outcomes
- Advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- Being the point of contact for external agencies
- Liaising with the next provider of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Working with the Head teacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring the school keeps the records of all pupils up to date

Each class teacher is responsible for:

- The progress and development of every pupil in their class through quality first teaching
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide any changes to provision
- Providing information, reports or attend review meetings based on the person centred principles

Every class teacher is responsible and accountable for all pupils within their class wherever or with whoever the pupil is working.

The Head teacher will:

- Work with the SENCo and the SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or disability

The SEN Governor will:

- Help raise the awareness of SEN issues at Governing Board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the SENCo and the Head teacher to determine the strategic development of the SEN policy and provision in the school and to evaluate the effectiveness of procedures and impact of the interventions

7. CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs, mark work and plan homework effectively. Where pupils are identified as having SEND, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

The range of provision may include:

- In class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group withdrawal with TA/CT
- Individual class support/ individual withdrawal
- Further differentiation of resources
- Interventions

- Lunchtime clubs/support
- Provision of alternative learning materials/ special equipment
- Access to Specialist Teaching

8. OUTCOMES AND SUPPORT PLANS

Most pupils on our SEND Support list will have a support plan setting out clear outcomes and any provision made that is additional to and different from usual classroom provision.

For pupils with an EHCP (Educational Health Care Plan) provision will meet the recommendations on the plan.

The support plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on individual targets that closely match the pupil's needs. The support plan will be created through discussion with both pupil and the parent/carer.

Support plans will be reviewed on a termly basis with the inclusion of parents/carers, the pupil and any external agencies involved.

9. CODE OF PRACTICE GRADUATED RESPONSE

We adopt the levels of intervention as described in the SEN Code of Practice. The Code advocates a graduated response to meeting pupils' needs.

If the school decides, after consultation with parents that a pupil requires additional support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the SEND support list will be made by the SENCo after full consultation with the parents. External support may advise on targets and provide specialist input.

Support plan intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in a specific area over a long period
- Continues to work at NC levels considerably lower than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists

- Has communication or interaction problems that impede the development of social relationships

Progress will be reviewed termly through a rigorous cycle of assess, plan, do and review. Parental consent is sought before any external agencies are involved.

10. REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LEA when despite an individualised programme of sustained intervention with SEN support the pupil remains a significant cause for concern.

11. EDUCATION HEALTH CARE PLANS

An EHCP will normally be provided where, after a Statutory Assessment, the LEA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for Statutory Assessment does not inevitably lead to add EHCP.

EHCPs must be reviewed annually. The SENCo will organise these reviews.

The aim of the review will be to:

- Assess the pupil's progress in relation to the outcomes on the EHCP
- Review the provision made to meet the pupil's need
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue or amend it
- If appropriate to set new outcomes for the coming year

Within the time limits set out in the Code, the SENCo will complete the annual review forms and send it, with any supporting documentation to the LEA.

12. PARTNERSHIP WITH PARENTS/CARERS

The school aims to work in partnership with parents and carers. The parents and child are at the centre of everything.

We do so by:

- Keeping parents and carers informed in any decision making about SEN provision
- Working effectively with all other agencies supporting children and their parents
- Providing all information in an accessible way
- Making parents and carers feel welcome
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing outcomes for the child
- Making parents and carers aware of the Parent Partnership services

13. INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress in their Person Centred Review.

14. SPECIAL PROVISION

The school has the following facilities:

- Wheelchair access
- Disabled toilets with hand rails
- Medical room with hoist
- Individual adaptations will be made for specific pupils e.g. individual work stations

15. STAFF TRAINING AND DEVELOPMENT

In order to maintain and develop the quality of our provision, staff undertakes appropriate training and further professional development.

16. MONITORING & EVALUATING

Through regular review meetings the school will monitor outcomes using the person centred principles, involving the young person, parents, class teacher, teaching assistant and other professionals as appropriate. The graduated response of assess, plan, do, review will be used.

17. RESOURCES

The provision for SEND is funded through the main budget for the school. Funds are deployed to implement the SEND policy.

18. TRANSITION

School work closely with Early Years providers and Secondary schools to ensure all relevant information is shared and transition to a pupil's next stage of education is well planned for.

19. COMPLAINTS

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head teacher/ SENCo. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint the LEA may be involved.

20. REVIEW OF THE SEND POLICY

The school considers the SEND Policy document to be important and in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year in line with SEND Information Report.

Click here for information about Oldham's Local Offer

https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities