

## SEN POLICY – BOTHAL PRIMARY SCHOOL

### 1. Introduction

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN);
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

The ALP schools are inclusive schools. We have supported and will continue to support children with a wide range of needs and abilities. We are committed to helping those children to succeed both in their learning and in their enjoyment of school life.

We employ a Special Educational Needs Coordinator (SENCO) who works four days a week and a team of support staff, who have experience, training and skills built up over many years of work with children and their families.

Our teachers lead on day-to-day support for children and are happy to speak with any parent, carer or service about concerns they have about a child. They will also share with you news of success and progress regularly.

The Governing Body and Senior Leadership Team (SLT) have oversight of the work across the school.

Ultimately, the main aim of our SEN provision is to help children to overcome barriers to learning and become successful adults.

### 2. Definitions

A pupil has SEN if they have a learning difficulty or disability which 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 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.

*This definition is taken from SEND Code of Practice 0 – 25 years (2015) DfE.*

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.

Some children have long-term needs that affect all or most of the school day. This is sometimes called 'High Needs' and can lead to formal support plans and/or additional funding from the local authority. Sometimes other services will also be involved.

Most SEN learners have lower levels of need, which are met by the class teacher. Sometimes there will be extra interventions a few hours per week to boost a child's progress in a subject (English or Maths) or to develop their Speech & Language, for example.

Having a diagnosis, such as autism or ADHD, doesn't automatically mean a child has SEN. If the child is doing well without extra support which is additional to, or different from that of other children, they do not have SEN. If they **do** need significant extra help to learn they probably have SEN.

### **3. SEN Information Report**

#### **3.1 The kinds of SEN that are provided for**

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties;
- Cognition and learning, for example, dyslexia, dyspraxia;
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy;

#### **3.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils 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 SEN.

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 and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

#### **3.3 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 take into account the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support. We will consult with parents on the SEN Policy.

### **3.4 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 and 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.

The assessment will be reviewed regularly.

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.

### **3.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

All children have visits to their new school site and meet their new teacher before they move school. This happens in the summer term for moves to secondary school from Year 6 and for the move to the upper site from year 2.

Some children will find changes more difficult to manage. In those cases we will be happy to create an individual programme, so the child can get used to the new school over a number of weeks or months.

### **3.6 Our approach to teaching pupils with SEN**

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

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Literacy groups for reading, writing, spelling and grammar;
- Numeracy groups;
- Speech and language programmes, including Talk Boost;
- Individual programmes for physical needs;

- Behaviour support programmes;
- Individual programmes created with parents and visiting services such as Educational Psychology, ASD specialist teachers, Literacy/Dyslexia specialist teachers and Speech & Language Teacher Therapists;
- Support from Thinking Minds for Learning.

### **3.7 Adaptions 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 our 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.

### **3.8 Additional support for learning**

We have teaching assistants who are trained to deliver interventions (see 3.6 above).

Teaching assistants may support pupils in small groups when there are children with similar needs who need additional support for a skill or a subject.

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

- NHS CYPS – the children and adolescent mental health service;
- Educational Psychologists;
- Speech & language specialist teachers and therapists;
- Occupational therapists;
- Physiotherapists;
- Autism/social communication specialist teachers;
- Literacy difficulties/dyslexia specialist teachers;
- The Sensory Service – for hearing and visual needs;
- Paediatricians;
- School health visitors and nurses – including specialist nurses for allergies, asthma, epilepsy etc;
- Portage – for pre-school children with additional needs;
- Education Welfare officers – for children with school attendance problems.

### **3.9 Expertise and training of staff**

SENCO name and information is shown in Appendix 1.

We have a team of teaching assistants and higher level teaching assistants (HLTA) who deliver SEN provision having received specialist training from a range of professionals.

### **3.10 Securing equipment and facilities**

The SENCO manages a budget for buying in lower-cost items for individual children. Large scale purchases or adaptations to the school will be managed by the Executive Principal or Business Manager.

### **3.11 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 regularly;
- Using pupil questionnaires or interviews;
- Monitoring by the SENCO;
- Using provision maps to measure progress;
- Holding annual reviews for pupils with EHC plans;
- Regular meetings with parents/carers of high needs pupils.

### **3.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

- All of our extra-curricular activities and school visits are available to all of our pupils, including our before and after school clubs;
- All pupils are encouraged to go on school trips;
- All pupils are encouraged to take part in sports day and school plays and special workshops;
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **3.13 Support for improving emotional and social development**

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

- Pupils with SEN are encouraged to be part of the school council;
- Pupils with SEN are interviewed regularly to ask how they feel about school life and their learning;
- We have a zero tolerance approach to bullying.

### **3.14 Working with other agencies**

The ALP has bought-in a high level of extra support from specialist educational services:

- Educational Psychology;
- Speech & Language;
- Literacy/Dyslexia;
- ASD/Autism;
- Behaviour Support;
- Thriving Minds for Learning.

Sometimes it is necessary to make referrals to NHS services such as:

- CYPS - the children's mental health service;
- Speech & Language Therapy;
- Physiotherapy;
- School Nursing Service;
- Health Visitors;
- Primary Mental Health.

Whatever the need and the service, we will seek consent of parents/carers first so the plan of action is made with them.

### 3.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

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.

#### 4. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#) and the following legislation:


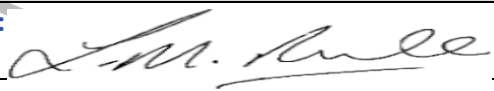
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators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

#### 5. Links with other policies and documents

- Our local authority's local offer is published online [Northumberland SEN Local Offer](#). Contact details of support services for parents of pupils with SEN can also be found.
- Accessibility plan and Audit
- Behaviour Management Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- SENCO job description
- Complaints Procedures

#### Appendices

##### 1. Roles and Responsibilities

Created <input type="checkbox"/> Reviewed <input checked="" type="checkbox"/>	
Signed: 	Name: Michelle McFall
Role: SENCO	Date: June 2019
Adopted	
Signed: 	Name: Louise Rule
Role: Chair of Governors	Date: July 2019

## Roles and Responsibilities

### 1 SENCO

The SENCO is Michelle McFall who works across both sites of Bothal Primary School. She can be contacted on 01670 812360. Our fully qualified SENCO has experience in this role and has completed the National Award for SEN Coordination (NASENCO).

She will:

- Work with the Executive Principal and SEN governor to determine the strategic development of the SEN policy and provision in the school;
- Have day-to-day responsibility for the operation of the SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching;
- Advise on the graduated approach to providing SEN support;
- Be the point of contact for external agencies, especially the Local Authority and its support services;
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Executive Principal and Governing Body 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 SEN up to date;
- Help to raise awareness of SEN issues at Governing Body meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Body on this;
- Work with the Executive Principal and SENCO to determine the strategic development of the SEN policy and provision in the school.

### 2 Executive Principal

The Executive Principal will:

- Consider advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Work with the SENCO and 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 SEN and/or a disability.

### 3 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 SENCO to review each pupil's progress and development and decide on any changes to provision;
- Ensuring they follow this SEN Policy.