



BASTON CE PRIMARY SCHOOL

Special Educational Needs & Disabilities Policy

Revised:	January 2024
Due for Revision:	January 2025

Our aim is to assist each child to achieve his/her maximum potential in academic, social, physical, moral and spiritual growth in a caring and supportive environment in which Christian values are central to the ethos of the school and its teaching.

It is our belief that all children have an equal right to a full and well-rounded education, which will enable every individual to achieve his/her full potential. We consistently aim to secure special educational provision that is 'additional to or different from' that provided within the differentiated curriculum. This is to better respond to the four areas of need identified in the new Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

What does it mean to have Special Educational Needs and/or Disabilities (SEND)?

Pupils with special educational needs are those with learning difficulties or disabilities, which call for special provision to be made for him/her.

A child with a learning difficulty or disability may have significantly greater difficulties in learning than others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

Based on guidance from Code of Practice 2014.

Because the general level of ability within our school is high, we recognise that some children may need to be offered additional support, through small group or 1:1 activities, in order to boost his/her skills level and confidence.

The school recognises that the needs of more and most able children should also be catered for and recognised as a 'special educational need'.

This SEND policy details how, at Baston CE Primary School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- to request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
- to ensure support for pupils with medical conditions have full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- to enable all children to have full access to all elements of the school curriculum through reasonable adjustments
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in our school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Through appropriate provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour
- helping children to manage their emotions, particularly trauma or stress

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's headteacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

All teachers are teachers of children with special educational needs. The school will assess each child's current attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years.

If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs.

Special Educational Needs Provision Within Our School

Name of Headteacher: Mrs A Forster

Name of SENDCO: Mrs M Webb

Name of SEND Governor: Mrs J Cross

The SEND Co-ordinator is responsible for the following:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating high-quality provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service, up to date training of staff.
- Liaising with local secondary schools to ensure that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies, including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to assess and monitor the progress of children on the School SEND Register.
- Ensuring that appropriate strategies are employed throughout the school to support children with Dyslexia.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.

In order to help children with Special Educational Needs and Disabilities, our school will adopt a graduated response. This may see us using specialist expertise if, as a school, we feel that our interventions are still not having an impact on the individual.

The school will record the steps taken to meet the needs of individual children through the use of a GAP (Graduated Approach Plan). This plan is built on the 'Assess, Plan, Do, Review' cycle. The SENDCO will have responsibility for ensuring that records are kept and available when needed.

If we refer a child for an Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEND register with parental permission. The class teacher, after discussion with the SENDCO, will then provide interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets on a GAP plan, which will be applied within the classroom.

These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENDCO, parents and young person three times a year.

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEND will be treated as partners, given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

GAP reviews will be held three times over the academic year for parents, class teachers, SENDCO and pupil to meet and discuss together progress, review and set new targets, and any other information that may need to be discussed.

The school website contains details of our School Offer, The Local Offer and our policy for SEND. At all stages of the special needs process, the school keeps parents fully informed and involved.

We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have meetings each term to share the progress of children with their parents. We inform parents (in writing) of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

The Nature of Intervention

The SENDCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments.

This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENDCO; or, with TA support.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

- Some intervention may be intensive but also very short term. In this instance, parents may not always be informed prior to its delivery. This intervention will, however, be discussed at an appropriate time e.g. parents' evening/review meeting.

The Use of Outside Agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations within school. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment, or be involved in teaching the child directly.

The child's GAP targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the GAP continues to be the responsibility of the class teacher. Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working below End of Year Expectations against National Curriculum 2014.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

Evaluating the success of provision

In order to make consistent, continuous progress in relation to SEND provision, our school encourages feedback from staff, parents and pupils. Parents, staff and students are given an opportunity to evaluate the effectiveness of provision at parents evening consultations and at any time, as requested, through additional meetings.

A formal evaluation of the effectiveness of the school SEND provision and policy culminates in a SEND Report. The evaluation is carried out by the SENDCo in consultation with the Headteacher, and link SEND governor. Information is gathered from different sources, such as pupil and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ report feedback forms. This will be collated in accordance with section 69 of the Children and Families Act 2014.

School Request for Education Health and Care Plans

A request will be made by the school to the LEA if a child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous GAPs and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment in English and maths.

- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for and EHCP will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed each half term in addition to the statutory annual review.

When this coincides with transfer to secondary school, the SENDCO from the secondary setting will be invited to attend the review.

Graduated Approach Plans

Strategies employed to enable the child to progress will be recorded within a Graduated Approach Plan (GAP), which will include information about:

- The SMART, short-term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- How the child can be successful
- The review date.
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is tailored to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear Learning Foci, work that is appropriately matched, and are built on assessment to inform the next stage of learning.

Members of staff plan lesson that incorporate different learning styles and children have GAPs, which employ a 'small-steps approach'. By breaking down whole class Learning Foci into finely graded steps and targets through A GAP, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Facilities and Resources

The SENDCO is responsible for the operational management of the specified and agreed resourcing for SEND provision within the school, including the provision for children with Education Health and Care plans.

The Head teacher and SENDCO meet annually to agree on how to use funds directly related to EHCPs. The Head teacher informs the governing body as to how the funding allocated to support SEND has been employed.

Basic Facilities

- The school has facilities suitable for wheelchair access, including a toilet for those with disabilities.
- All pupil facilities are on the ground floor level.
- Assessment and diagnostic materials are available for use.
- Resources to assist literacy and Mathematics programmes.
- Pupils may work individually with support, or in a small group within the class, led by a teaching assistant under the supervision of the class teacher.

All staff can access the following documents on the school's shared data drive:

- The Lincolnshire Schools' Local Offer.
- Our School's SEND Offer.
- Baston CE Primary SEND Policy.
- A copy of the full SEND register.
- Guidance on identification of SEND in the most recent Code of Practice.
- Information on individual pupils' special educational needs, including GAPs.
- Practical advice, teaching resources, and information about types of SEND.
- Information to support more and most able pupils.

By accessing the above, every staff member will have complete and up-to-date information about all pupils with SEND and their requirements; enabling them to provide for the individual needs of all pupils.

Complaints Procedure

The school works hard to ensure that parents are involved with their child's education and that they are consulted at all opportunities should it be necessary. Where parents have a concern over the SEND provision being given to their child, in the first instance, a meeting would be set up involving the class teacher and SENDCo. Following this, a meeting should be made with the Head teacher. Should these meetings fail to allay parental concerns, parents are advised to request the complaints procedure from the school. This is also readily available on our school website.

The role of the governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

Monitoring and evaluation

The SENDCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up GAPs for children. The SENDCO and the Head teacher hold regular meetings to review the work of the school in this area. In addition the SENDCO and the named governor with responsibility for SEND also hold regular meetings.

More and Most Able Pupils

The school curriculum is designed to promote the inclusion of all pupils. It is crafted to enable children to learn core skills within a thematic approach. This includes learning outside the classroom, within a Forest School ethos, and utilising offsite provision when appropriate.

The more and most able pupils in our school will be identified by the class teacher through a wide range of evidence and judgements made over time. These judgements may be based on oral performance/contributions, standard of work produced, ability to apply skills to new learning, particular gifts/talents etc.

Teachers will pay particular attention to those children assessed to be 'Exceeding End of Year Expectations' in reading, writing and mathematics for their year groups. When a child is identified as being more or most able in reading, writing or maths, he/she will be provided with 'Greater Depth challenges' which will broaden their skills and deepen their understanding. These will be evident in the pupil's work. There will also be opportunities to further develop abilities through cluster school work and opportunities at local secondary schools.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it has good coverage of the statutory National Curriculum, it is lively and engaging for 21st Century learners and that it promotes high expectations for all pupils.

Glossary of Terms

SAL Speech and Language

SEN - Special Educational Need

SEND - Special Educational Needs and Disabilities.

SENDCo - Special Educational Needs and Disabilities Co-ordinator.

EHC Education Health CareEHCP - Educational Health Care Plan.

EP - Educational Psychologist.

STT - Specialist Teaching Team

GAP - Graduated Approach Plan

HT – Head teacher

CT - Class teacher

LEA – Local Education Authority

WTT Working Together Team