



Ashlands Primary School Special Educational Needs and Disability (SEND) Policy

"Everybody is responsible for keeping the child safe"

This policy embodies our Ethos Statement – Safe Children at Ashlands

1 Introduction

This policy has been reviewed and **updated November 2021** in line with the revised SEND Code of Practice 2014.

Ashlands Primary School is committed to enabling every pupil to reach their potential. We have high expectations of all our children and we want them to feel that they are a valued part of our school community.

We provide a broad, creative and balanced curriculum. We are committed to supporting children to access this to the best of their ability by removing barriers to learning or participation and making reasonable adjustments where necessary. These barriers may arise as a consequence of a child having special educational needs (SEND).

Children are identified as having a special educational need:

"if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'*

(SEN and Disability Code of Practice: 0 to 25 years Guidance 2014)

Children may have SEND either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with additional needs takes account of the type and extent of the difficulty experienced by the child.

The areas of need are identified in the Code of Practice as:

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

In compliance with the Children and Families Act (September 2014) we have also published our Local Offer and made a link to the Authorities Local Offer on our school website.

<http://www.ashlandsprimary.org.uk/home/sen-information-statement>

These outline the provision Ashlands is able to make to help meet any additional needs children may have.

2. Aims and objectives

- To identify pupils who have SEND and additional needs
- to work within the guidance provided in the SEND Code of Practice 2014
- to outline how the special educational needs of children are identified, assessed and provided for
- to work in close partnership with parents/ carers and families
- to create an environment that meets the specific needs of each child as fully as possible within our mainstream setting
- to assess, develop strategies, teach and monitor pupils' progress to enable all learners to make progress and achieve their potential (academic, emotional, social)
- to maintain and enhance self-esteem of pupils who have difficulty in accessing the curriculum or conforming to the norms of school
- to identify the roles and responsibilities of staff in providing for pupil's SEND
- to provide support as appropriate for a pupil's needs, working in liaison with other agencies as necessary
- to enable all children to have full access to all elements of the school curriculum, unless stated within their Educational Health Care Plan.

3. Educational Inclusion

At the heart of our school ethos is the core belief that quality first teaching is essential when ensuring children make good and outstanding progress whatever their needs. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

It is our belief that early identification is key and we liaise closely with parents/carers, pre-school providers and medical practitioners. Our Early Years teachers closely monitor children's progress and speak to parents at regular intervals.

Parents/ carers will be informed, and their views sought if any child in school is identified as having SEND. This is the responsibility of the class teacher.

Through appropriate curricular provision we expect that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning (see also Teaching and Learning Policy);
- 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 a variety of resources and experiences;
- Planning for children's full participation in learning and in physical and practical activities;
- Helping children to manage their emotions and behaviour so they can take part in learning effectively and safely.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we support children in the classroom situation but there are times when, to maximise learning we ask the children to work in small groups or in a one-to-one situation outside the classroom.

4. SEND Procedure and Practice

'All teachers are teachers of children with special educational needs.' SEND Code of Practice 2014

A Graduated Approach to SEND Support

At Ashlands Primary School, we follow the Graduated Approach as described in the SEND Code of Practice 2014 – assess, plan, do, review.

- **Assess:** Initial concern may be expressed by the parent/carer, class teacher, or outside agency such as health visitor, speech therapist or school nurse.
- **Plan:** the class teacher, in consultation with the SENCo if appropriate, will consider what provision they will provide to meet the child's needs.

- **Do:** the class teacher will remain responsible for working with the child on a daily basis. Quality First Teaching strategies may be complemented with additional resources, strategies or interventions
- **Review:** the effectiveness of the support should be reviewed in line with the agreed date

If the child's progress is very limited, the class teacher will consult with the SENCo, parents/ carers and all other adults involved to make a joint decision about the next stage. This may involve keeping the child at the same level of a graduated approach or seeking specialist support or advice from external agencies. To support this, the classteacher will be asked to collate observations, assessments, test results and any other relevant records of on-going progress. With parental permission, the child may be placed on the SEN register.

A SEND register is kept by the SENCo. Through consultation with parents/ carers, children can be added to or removed from the SEN register at any time. A child being on the register is recognition of the extra support the child needs above and beyond his/ her peers.

Range Guidance Matrix of Need

Bradford LA uses their 'Matrix of Need' tool to categorise the level of additional needs a child has.

Children with SEND in mainstream schools will usually be at range 1 – 4.

At 'Below Age related Expectations' a child's needs are met within the normal scope of the classroom teaching with some adaptations by the class teacher. Children at this level will not be on the school SEND register.

At 'SEND Support', the class teacher will have consulted with the SENCo and further interventions may be used. The SENCo may ask parent/ carers permission to consult other professionals such as learning support, speech therapist, educational psychologist or paediatrician. The advice of professional input has been followed and the graduated approach (see above) will be followed.

At 'EHCP' : In some cases the school may seek extra support from the LEA where 'the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school'. This may lead to the beginning of the process for an Educational Health Care Plan assessment for the child. The child's needs must be significant for an EHCP assessment to take place and the application must be supported by a report from an educational psychologist or teacher from Bradford LEA's learning support service team.

Children at SEND Support will have an Individual Education Plan (IEP). IEPs will be discussed and reviewed with parents twice a year. Children at SEND Support may also have a MSP (My Support Plan- a non-funded EHCP) with a view to it being converted to an EHCP.

Parental/ carer's involvement and partnership is essential. We take account of the wishes, feelings and knowledge of parents/ carers at all stages of support.

5. Roles and responsibilities

The SENCO is responsible for:

- the smooth running and co-ordination of SEND provision
- supporting and advising colleagues
- liaising with parents/ carers
- liaising with outside agencies
- liaising with Head Teacher, governors, class teachers, learning and support assistants
- contributing to and overseeing class teacher's records of pupils with SEND
- contributing to the professional development of staff
- maintaining resources to meet pupils' needs
- keeping a record of pupils with SEND
- completing all necessary documentation in connection with statutory assessment and the annual review of the EHCP.
- monitoring and evaluating the special educational needs provision in school by regularly meeting with staff and reviewing class records
- informing governors about SEND in school
- liaising with the Wharfe Valley partnership regarding funding, resources and support.

The SENCo Ashlands Primary School is Mrs Sarah Clewes
sarah.clewes@ashlands.bradford.sch.uk

The class teacher is responsible for:

- delivering quality first teaching to all children in the class
- liaising with parents/carers and the SENCO about concerns
- compiling individual plans, involving the pupil and parents/carers in this process
- addressing the targets and evaluating the individual plans
- incorporating the involvement of outside agencies organised by the SENCO
- incorporating any extra support provided within school
- planning the support which the learning assistant provides in the classroom
- liaising closely with the SENCO for target setting, teaching and assessment/evaluation.

The Local Authority (LA) has a responsibility for the identification, statutory assessment and provision for pupils requiring Education Health and Care Plans (EHCP) and for annual reviews of those EHCPs.

The Governing Body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs. They are committed to securing the best possible provision for any pupil identified as having special educational needs. In cooperation with the head teacher, they determine the school's approach and provision for children with SEND, establish appropriate staffing and funding arrangements and maintain a general oversight of the school's work. Any policies or legislation relating to SEND are authorised by the Governing Body.

Our SEND Governor at Ashlands Primary School is Dawn Morgan.

The Headteacher, Mr Andrew Soutar, has responsibility for day to –day management of SEND provision. He keeps the Governing Body fully informed and works closely with the SEND coordinator (SENCo).

6. Allocation of Resources

Bradford LA provides additional funding for children in school with SEND. The Headteacher and the Governing Body agree what proportion of the school's annual budget is to be used in each area. The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The SENCo manages, orders and maintains resources for SEND in school. The Headteacher and SENCo agree resourcing for special needs provision within the school, including the provision for children with an EHC Plan.

7. Partnership with parents/ carers

Ashlands works closely with parents/ carers in the support of all our children. We encourage parents to make an active contribution to their child's education. We have regular meetings to share the progress of SEND children with their parents/ carers and review targets set, if appropriate. We must inform parents/ carers of any outside intervention and we share the process of decision-making by providing clear information relating to the education of their child and asking parents/ carers for their responses. Parents/ carers often initiate meetings and raise concerns and suggestions about the education of their child. This intervention is both welcome and is actively encouraged.

8. **Monitoring and evaluation**

The Headteacher and SENCo monitor the movement of children within the SEND system in school. The SENCo and the Headteacher hold regular meetings to review the work of the school in this area.

The Governing Body reviews this policy regularly and considers any amendments in the light of the annual review findings.

Review Interval:	Annually
Last Reviewed:	November 2021
Next Review:	November 2022