



BOWLING GREEN PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY 2017

School Information

Bowling Green Primary School

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Head teacher- Mr Christopher Booth

SENCO – Mrs Samantha Whitwam

Introduction

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (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 2014
- School's SEN Information Report Regulations (2014)

The following individuals / groups were involved in the development of this policy:

- The Head teacher
- Teaching Staff
- Support Staff
- Governor with SEN responsibility - Linda Furness

Responsibilities

The **Governing Body** are responsible for determining policy and the approach to provision so the needs of the children with special needs are met. The Governors appoint a Governor with responsibility for SEN. The Governing Body monitors the school's work on behalf of pupils with SEN. The **Head teacher** has responsibility for day-to-day management of the provision for pupils with SEN.

The Head teacher keeps the Governing Body fully informed and the **Special Educational Needs Coordinator** has responsibility for day-to-day operation of the school's SEN policy and for coordinating provision for pupils with SEN. Class teachers have the responsibility of planning and differentiating lessons and activities which meet the needs of SEN pupils with our school.

Mission Statement:-

Achieving Together

Our aims and values:

- To provide a safe and secure place to learn
- To provide a happy, caring and welcoming environment in which all work together
- To encourage self-esteem, independence and emotional intelligence
- To provide a variety of fun, stimulating, quality learning experiences which enable all learners to reach their full potential
- To provide a balanced, broad and differentiated curriculum, which is equally accessible to all, and which encourages learners to develop knowledge, skills and understanding
- To value and respect all, in our community and beyond
- To encourage perseverance and a positive attitude to learning
- To encourage healthy, safe life choices
- To build strong effective relationships with all in our community
- To create firm foundations for the future, as individuals and citizens.



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Inclusion Statement

Bowling Green Primary School aims to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its locality. We are developing inclusive values which are shared between all staff, pupils, governors, parents / carers and the wider community, in a secure, accepting, collaborative and stimulation environment. Everyone is valued and diversity is seen as a rich resource to enhance and support the learning of all.

This inclusive culture is reflected in all school policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, drawing on their knowledge and experiences outside school. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in school life.

Inclusion will be achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given equal priority and available resources are used to maximum effect.

All children, including those who have been identified as more able / gifted and talented will be given opportunities within lessons and through extra curricular activities to use and develop their gifts and talents. These opportunities will be provided in accordance with the Gifted and Talented Policy.

Aims and Objectives of this Policy

Aims:

The overarching aim of this policy is to raise the aspirations and expectations of all children with special educational needs or disabilities to achieve their best educational and other outcomes through genuine involvement of parents, carers, children and other partners in the assessment, planning, doing and reviewing of the provision.

Objectives:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs and disability.
- To provide a Special Education Needs Co-ordinator (SENCO) who will work with the SEN Inclusion policy providing support and advice for all staff working with special educational needs.
- To enable **all** children to have full access to all elements of the school curriculum.

Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (See Local Authority admission policy)

Management of SEN within School

The governing body have delegated the responsibility for the day to day implementation of the policy to the SENCO. All school staff have a responsibility for pupils with SEN. All teachers are teachers of special educational needs.

Staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have an Education Healthcare Plan. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions.



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Teaching Assistants and support staff play a major role in the support of pupils with SEN. The rationale for the deployment of TAs is pupil-centred and will vary from term to term dependant upon need.

In line with the recommendations in the SEN Code of Practice, the SENCO is responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records on all children with SEN
- liaising with parents of children with SEN (*in conjunction with class teachers*)
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- making referrals to external agencies when required

The SENCO is responsible for reporting to the governor with responsibility for SEN on the day-day management of SEN policy.

Identifying Special Educational Needs

Teachers and the SENCO, along with parents, carers, children and outside partners will work together to identify children's special educational needs through a detailed analysis of:

- Teacher's assessment and experience of the pupil;
- Information on pupil progress, attainment, and behaviour;
- Individual's development in comparison to their peers;
- The views and experience of parents;
- The child's own views; and advice from external support services.

The action that the school needs to take to support children will take account of the four broad areas of need and the whole child, but will not fit a pupil into a category:

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

The following are not considered special educational needs but may still have an impact on a child's progress and attainment:

- Disability (however the school will ensure it follows the statutory guidance on 'reasonable' adjustments set out in the Disability Equality legislation to ensure all children are able to access their education)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a serviceman/woman
- Behaviour will not be a special educational need although it is possible for it to be a symptom of an unmet special educational need.



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We accept the principle that pupils' needs should be identified and met as early as possible. The SENCO works closely with the school assessment co-ordinator, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs:

- The analysis of data including entry profiles, Foundation Stage Profile, SATs, termly pupil assessments
- the completion of teacher concern forms
- issues raised at staff meetings
- following up parental concerns
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services

The SENCO maintains a list of pupils identified through the procedures listed. This list is reviewed regularly with teaching staff. A detailed analysis of the list takes place termly.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate and provide quality first teaching. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response for each individual.

The range of provision includes:

- In class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group withdrawal with TA or Learning Support Assistant
- Individual class support / individual withdrawal
- Further differentiation of resources
- Homework/learning support club
- Wave 3 interventions
- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour



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Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

A Graduated Approach to SEN support

- All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from support staff or specialist staff.
- All children will have access to high quality teaching in all classes which is differentiated for individual pupils to meet all children's needs whether they have special educational needs or not. The policy sets out the belief that additional intervention and support cannot compensate for a lack of good quality teaching. Where children's learning does not respond to this high quality first teaching then they will be assessed for additional support and added to the school SEN register.
- All children's progress and attainment is regularly and carefully reviewed along with the quality of teaching they receive. This review includes a review of and support for improving teachers understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.
- Where a concern is raised the teacher, along with the SENCO, parents, carers and the child (where age appropriate) will work together to analyse all the information available about the pupil's strengths and areas for development.

Managing pupils needs on the SEN register

- A child will be placed on the SEN register when they require additional and different support to targeted quality first teaching. They will be recorded as requiring SEN support.
- Each child on the SEN register will have an individual education plan (IEP) detailing their needs, expected outcomes, strategies to be used and review of their progress.
- The class teacher will assess, plan for, teach and review in accordance with IEP targets under SEN Support. Where outside agency advice and involvement is required the class teacher will be supported by the SENCO.
- The SENCO will maintain the school SEN Register and provision map in conjunction with the class teachers and this will be reviewed at all pupil progress meetings and SEN Support meetings.
- The school has a Local Offer detailing the provision it is able to offer which is published on the school website.
- If during a review of the IEP it is identified that the school provision is not adequately meeting the identified needs of the child then the SENCO will seek to engage additional support or specialist services from sources outside of the school.
- Where a child's SEN need no longer requires support, and the child is responding to the high quality teaching of the classroom, they will be taken off the school SEN register
- At all stages of the SEN Support process the views, wishes and feelings of the parents, carers and child will be actively sought and included in any decision making.
- Where the school feels that they can no longer meet a child's needs through SEN support, and the support of outside agencies, a request for statutory assessment will be made to the local authority for an Education and Healthcare Plan.



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Special Educational Needs Funding

- The head teacher and the SENCO meet annually to agree on the most effective use notional funds as well as top up funds directly related to statements and EHC Plans.
- The head teacher informs the governing body of how the funding allocated to support special educational needs has been deployed.

Working with Parents/Carers

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- providing all information in an accessible way
- encouraging parents and carers to liaise with school to address issues they may encounter at home with their child
- instilling confidence that the school will listen and act appropriately
- focusing on what a child can do, and provide support where required
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- making parents and carers aware of the Parent Partnership services.
- Provide parents with an annual questionnaire, providing school with feedback

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition, pupils who are identified as having SEN are invited to participate in:

- IEP reviews and setting of IEP targets
- Regular meetings with named adults/key workers
- Annual reviews

Review of the SEN Policy

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

This policy was written on ...2.3.17

Ratified by Governors.....

Adopted by the Governing Body on

This policy is due for review in Spring 2018