

Special Educational Needs and Disability Policy

Our Ethos/ Vision

At Eastburn Junior & Infant School we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We value the unique contribution which every individual can make to our school community.

Definitions

We use the definitions of SEN and Disability from the SEND Code of Practice (Jan 2015).

A child has Special Educational Needs if he/she

- 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.

Some children have disability but no SEN. Those children's needs are met through our Equality, Diversity and Community Cohesion Policy.

Special Educational Needs can be in any of the four areas defined by the SEND Code of Practice:

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

In this policy the term 'parent' is used to mean anyone with parental responsibility for the child.

'Code of Practice' or 'CoP' means the SEND Code of Practice January 2015.

Key Roles and Responsibilities

The SENCO has day-to-day responsibility for the operation of the SEND policy and coordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans (or Statements until 2018). The SENCO is Mrs Jenny Hughes: she is a member of the leadership team and is also the Inclusion Manager, with responsibility for all groups of children who may have barriers to accessing the curriculum. She can be contacted by email:

hughesj@eastburn.bradford.sch.uk

The **SEN Governor** is responsible for:

- monitoring the effective implementation of the SEND policy
- liaising termly with the SENCO
- reporting to the governing body on SEND
- ensuring that pupils with SEND participate fully in school activities

The SEN governor is Hilary Gornall.

The **Designated Safeguarding Lead (DSL)** has specific responsibility for safeguarding. The Executive Head, Bryan Harrison, is the DSL. The Head of School, Jo Waterhouse and the Pastoral Manager, Hilary Gornall are deputy DSLs and the Inclusion Manager, Jenny Hughes, is also on the Safeguarding Team.

Aims and Objectives

At Eastburn we strive to ensure that all pupils, regardless of their particular needs, are provided with inclusive teaching which enables them to make the best possible progress and feel valued as members of our school community.

- We set high expectations for all children, including those with SEND, based on national data, age and starting point.
- We strive to give pupils with SEND the support they need to access to a broad and balanced curriculum, so that they can become confident individuals able to make a successful transition to the next phase of their education.
- Working in partnership with families, we look at the needs of the whole child. This often means setting targets outside the formal academic curriculum as well as within it.

Purpose of the Policy

- To ensure a clear process for identifying, assessing, planning, providing for and reviewing the progress of pupils with SEND, with the pupils and their parents at the centre.
- To develop effective whole school provision management for pupils with SEND.
- To deliver staff training and support that will further develop our practice within the guidance set out in the Code of Practice, January 2015.

Identification of Needs

- The identification of SEN arises naturally from our monitoring of the progress and development of all pupils in school.
- We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. It is important to identify the full range of needs, not simply the primary need of an individual pupil.

- The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category.

How the school decides whether to make special educational provision

- A process of ongoing teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress. The school's first response to slow progress is high quality targeted teaching by the class teacher.
- Where progress continues to be less than expected, the class teacher will discuss this with the SENCO. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of the parents and the pupil.
- During this stage extra teaching or interventions may be put in place, because a pupil's response to such support can help to clarify their needs.
- Particular care is taken when identifying and assessing SEN for children whose first language is not English.
- If the support needed can be provided by adapting the school's core offer then a child might not be considered to have SEN or be placed on the SEN register. (They would be referred to as 'Range 1' using Bradford Local Authority definitions).
- If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support (Range 2). The school will then seek to remove barriers to learning and put effective special educational provision in place.
- Either way, this begins a cycle of *assess - plan - do - review* with the child/young person at the centre.
- A 'provision plan' will be started. This is a working document which records the *assess - plan - do - review* cycle: it includes short- term targets and strategies for achieving them. The plan is updated as more is understood about the child's SEN, including their response to interventions. It is discussed with the pupil and their parents at least once per term.
- If the child's needs are complex, or if progress is not improving after several cycles, the SENCO becomes more involved. The child would then be at Range 3 using the Bradford definitions. Where necessary, and with parental permission, the school will seek advice from external agencies. These agencies include:
 - Educational Psychologists
 - Cognition & Learning Team
 - Speech and Language Therapists (SALTs)
 - Behaviour Support Service (BSS)

- Autism Spectrum Team
 - Physical and Medical Team
 - School Nurse/Paediatric Health team
 - Child and Adolescent Mental Health Service (CAMHS)
 - Educational Social Workers
 - Children's Services
- Where a child and family would benefit from co-ordinated support from more than one agency, a Targeted Early Help Assessment may be used to identify suitable help and to prevent needs escalating.
 - Where the level of support needed exceeds the resources that can be provided through the school budget (ie where the child meets the criteria for Range 4 or more in the Bradford definitions) the SENCO may refer the child for Statutory Assessment. The Local Authority will then consider providing an Education, Health and Care Plan and additional funding to support us in meeting the child's needs.

The Graduated approach to SEN Provision

By following a four-part cycle of assessing, planning, doing and reviewing we can

- *Assess:* We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will look particularly closely at progress against any individual targets. We will listen to the views and experience of the pupil and the parents. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.
- *Plan:* Where SEN Support is required the teacher and SENCO will put together a Provision Plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the individual targets. All staff who work with the pupil will be made aware of the Plan.
- *Do:* The class teacher is responsible for the progress of all pupils in the class, including those with SEN. As well as working directly with the child, the teacher will liaise closely with TAs or specialists who provide the support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.
- *Review:* The provision plan, including progress against targets, will be reviewed each term by the teacher, the parents and the pupil. Where a child has more complex needs, or where repeated cycles have not produced the expected outcome (and always for children at Range 3 and 4), the SENCO will also attend the review meeting. The meeting will inform the planning of next steps for a further period, and any change in the level of support (Range). Where our actions have been successful the level of support (Range) may be reduced, or the pupil may be removed from SEN Support.

This four part cycle, through which earlier decisions and actions are revisited, refined and revised, with a growing understanding of the pupil's needs and the strategies that are most successful for the pupil, is known as the **graduated approach**. It draws on more detailed assessment and more specialist expertise in successive cycles.

Parent and pupil involvement in the process

We believe in a pupil-centred approach to the cycle of *assess - plan - do - review*. Termly reviews and target-setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated. KS2 pupils with a Statement or EHC plan will send an invitation to their parents to attend their annual review and will attend part of the meeting to share their achievements for the year and aspirations for the future.

SEN Provision

SEN support can take many forms. This could include:

- an individual learning programme
- evidence-based interventions
- extra help from a teacher or a learning support assistant
- making or changing materials, resources or equipment
- changing the layout of the classroom to accommodate the child's needs
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- using visual timetables, prompts and reminders
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- access to our Nurture Group or a Monster Magic group.

Managing the needs of Pupils on the SEN Register

Each pupil with SEND is an individual and their provision plan is tailored to meet their particular needs. Plans are reviewed termly with parents and pupils. Decisions regarding the level of support provided are based on need, working within the constraints of the school budget.

The class teacher is responsible for:

- the progress and development of all pupils including those with SEND
- writing and updating SEN provision plans with support from the SENCO
- ensuring the provision plan is implemented in the classroom

- updating the targets on the plan whenever necessary
- regular liaison with parents and the SENCO
- effective deployment of additional adults
- identifying on class planning the provision they are making for pupils with SEND.

Teaching Assistants are responsible for:

- understanding the provision plans for any pupils with SEND in the class/es they support
- implementing the strategies and interventions specified in provision plans, with support from the class teacher and SENCO
- maintaining any records linked to these strategies and interventions
- feeding back to the class teacher on progress against targets
- locating or making any special resources needed for the provision plan, with support from the teacher and SENCO
- in cases of complex or unusual needs, maintaining any specialist equipment
- in consultation with the teacher and SENCO, monitoring and supporting the social, emotional and healthcare needs of children with SEN or medical conditions (see also Inclusion Policy, Supporting Children with Medical Needs Policy, Equality Policy) .

The SENCO is responsible for:

- the SEND policy and its implementation
- co-ordinating support for children with SEND
- updating the SEN register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and providing updates and training to teaching and support staff as necessary
- referrals to and liaison with outside agencies
- identifying and where appropriate providing appropriate SEND training for TAs
- liaising with and advising staff
- maintaining regular contact with parents
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEN
- mapping provision throughout the school
- maintaining links and information-sharing with receiving secondary schools

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Requesting an Educational, Health and Care (EHC) needs assessment

A small number of pupils will have needs that are complex and long-term, sometimes including social and healthcare needs as well as educational needs. Such pupils may require a greater level of support than we can provide from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

Statements

In accordance with the new CoP, Education, Health and Care Plans (EHCPs) are replacing Statements of Special Educational Need. Children who currently have a Statement will continue to do so until the transition is made to an EHCP. The school is following Bradford's transition timetable which will ensure that all statements will become EHCPs by 2018. Parents will be informed by the LA in advance of the transition review and will have an opportunity to discuss the process with the SENCO.

Supporting parents/carers of children with SEN

We provide support in the following ways:

- our Head of School and SENCO operate an open door policy for parents/carers seeking support and advice.
- our Pastoral Manager, Hilary Gornall (Gornallh@eastburn.bradford.sch.uk) runs regular coffee afternoons where parents can share concerns and build supportive relationships
- the Pastoral Manager can also offer families information about additional support services in the locality
- Family Links parenting courses are run in school and are open to all of our parents
- the SEN Governor is available as a contact point
- individual arrangements can be made for phased entry
- where appropriate we apply for additional time and special arrangements for SATs
- we support all children through transition between classes, but provide extra support for those with SEND or other vulnerabilities
- a transition group is run for vulnerable Y6 pupils preparing for secondary school
- the SENCO or Pastoral Manager can accompany Y6 parents on secondary school visits to help in fact-finding and weighing the pros and cons of different schools for their child

Supporting pupils at school with medical conditions

- The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- The administration of medicines and health care plans/protocols is covered in a separate policy: Supporting Children with Medical Needs.
- Where a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote

access to all areas of the school curriculum for pupils with a disability, eg an extra adult to accompany a child on a school trip/residential.

- Where staff are required to follow special procedures to support children with medical needs – for example the maintenance and use of auxiliary aids and equipment, or managing diabetes – extra training is provided.

Monitoring and evaluation of SEN

The Head Of School and the Leadership Team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- progress against individual targets
- analysis of pupil tracking data and test results at pupil progress meetings
- intervention baseline and exit data
- where appropriate, use of additional assessment tools such as The Boxall Profile or bsquared assessments
- pupils' work and interviews.

Judgments are made as to whether specific interventions are having a positive impact commensurate with the time and money expended in providing them. Each year we review the needs in school and if necessary make changes to our provision.

Training and development

Training needs are identified in response to the needs of pupils currently on the SEN register, and to developments in SEND practice generally. All staff receive general training within school on supporting children with SEND, but individuals also receive specialist training where necessary to meet the needs of particular pupils. We currently have staff with specialist training and/or expertise in speech, language and communication and in supporting children on the autism spectrum, with attachment difficulties, with physical difficulties and visual impairment. The SENCO attends meetings to keep up to date and share good practice with other SENCOs in our local collaborative group of schools and in the Bradford Authority.

Storing and Managing Information

The SEND information about a pupil may be shared with staff working closely with the pupil, to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Paper SEND records are kept in a filing cabinet in the Head's office. They are also kept in electronic form in a folder accessible only to teachers. Full SEND records are transferred to receiving schools when pupils leave Eastburn, and copies are archived in school (on paper or electronically).

Reviewing the SEND Policy

The SEND policy is reviewed annually by the governing body.

Complaints

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Eastburn to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents feel their child's needs are still not being met they should make an appointment to see the Head of School. If concerns are still unresolved parents may wish to seek support from Bradford SEND Information and Advice Service:

<http://www.barnardos.org.uk/bradford-partnerships-services/information-advice-and-support.htm>

(formerly Parent Partnership) or follow the school's complaints procedures.

How the policy was put together

This policy was created in consultation with the SEND Governor and Leadership Team. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (January 2015). The draft policy was on the school website and parents of children with SEND as well as members of the wider school community were invited to comment.

Access to this policy

You can get a copy of our policy in a number of ways:

- via the school website: click on *Policies* in the *Information* menu, then follow the link to the SEND Policy.
- a hard copy can be provided on request at the school office.
- Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (January 2015) and has been written with reference to the following related guidance and documents:

Equality Act 2010: advice for schools

DfE Feb 2013: School SEN Information Report (2015)

Appendix 1: Key Documentation

The following documents have informed this policy:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Equality Act 2010

Bradford's SEND Local Offer

<https://bso.bradford.gov.uk/content/sengui>

APPENDIX 2: Related School Policies/Documents

SEN Information Report

Equality, Diversity and Community Cohesion Policy

Safeguarding Policy

Accessibility Plan

Admissions Policy

Anti-Bullying Policy

Behaviour Policy

Complaints Procedure