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Staff Responsibility:	Abigail Facchin
Linked policies:	Safeguarding, Intimate care policy ,Medicine Policy, Inclusion Policy
Singed by chair:	L. Rowbotham
Date:	September 2018

SEND POLICY

Boarshaw Community Primary School Policy

NAME OF SCHOOL: Boarshaw Community primary School
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Head teacher: Jackie Harland
Special Educational Needs Co-ordinator: **Abigail Facchin BEd**
SENCO since September 2017

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Chair of Governors: Lisa Rowbotham

SEND Governor: Katie Bartle

Designated Teacher for Looked After Children: Jackie Harland

Designated Safeguarding leads: Jackie Harland- Head teacher, Abigail Facchin- Deputy Head Teacher, Sadia Riaz –Senior Leader, Nicola Wilson-Senior Leader

This policy complies with the statutory requirement 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)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework Document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Community cohesion and equal opportunities
- Information report
- Local offer
- Intimate Care Policy
- Supporting Children with Medical conditions in School 2014
- Managing Medicines Policy
- Teachers Standards 2012

This policy was created by the School's SENCO and SEND Governor in cooperation with the Chair of governors, all staff and a working party of parents of pupils with SEND.

Mission statement

Boarshaw Community Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We strive to ensure that our school is inclusive and members of our school community have access to our inclusive practice.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, needs, attainment and background.

What are Special Educational Needs?

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Rochdale that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. You can access Rochdale's Local Offer at:

<http://rochdale.fsd.org.uk/kb5/rochdale/fsd/family.page?familychannel=4> or
<https://rochdale.fsd.org.uk/kb5/rochdale/fsd/localoffer.page?localofferchannel=0>

1. Special Educational Needs (SEND) aims

- To ensure the SEND Code of Practice and all relevant laws, policies and guidance are implemented across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning and resources.
- To provide quality first teaching, matched to individual needs for all children with SEN
- To ensure that pupils with SEND are perceived positively by all members of the school community.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers in plans to meet their child's additional needs.
- To involve the children themselves in target setting and in decision making that affects them as much as possible.

2. Principles of the SEND Policy:

There are 4 principles that are essential to developing a Special Needs Policy and providing an inclusive curriculum:

[a] setting suitable learning challenges - giving every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.

[b] responding to pupils' diverse learning needs – planning approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

[c] overcoming potential barriers to learning and assessment for individuals and groups of children - ensuring that curriculum planning and assessment highlight the type and extent of difficulty experienced by the pupil, so that support can be given.

[d] having policies and procedures in place to ensure that all children , whatever their needs, are safe in school.

Therefore at Boarshaw Community Primary School we believe that in pursuit of our aims we will:

- Ensure that any child's special educational needs are identified early through on going assessment. This is most effectively done by gathering information from parents, education, health and care services and early years' settings/feeder primary schools prior to the child's entry into our school. Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. Regularly review this progress, taking into account the views of the child, parents and professionals involved
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Rochdale Additional Needs Service, SEN Assessment Team, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), #THRIVE.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams, playground buddies.
- Raise staff awareness and expertise of SEND issues through ongoing training. Ensure all staff are regularly trained in safeguarding procedures and aware of the potential safeguarding issues relating to vulnerable children such as those with limited speech or social difficulties.

3. Roles and Responsibilities:

Governing Body:

In conjunction with the Head teacher:

- they will determine the school's general policy with approach to provision for children with special educational needs, establish the staffing and funding arrangements and maintain a general oversight of the school's work.
- appoint an SEND link governor to take a particular interest in and closely monitor the school's work on behalf of children with special educational needs.

Head teacher:

The head teacher:

- has responsibility for the day to day management of all aspects of the school's work, including provision for children with special educational needs.
- will keep the governing body fully informed about the provision for children with special educational needs.
- will work closely with the school's SENDCo.
- will ensure that all staff are aware and suitably trained with regards the issues related to the safeguarding of vulnerable children, including those with special educational needs.

SENDCo:

The SENDCo will:

- work closely with the Head teacher to help determine the strategic development of the SEND policy and provision.
- have responsibility for the day to day operation of the school's SEND policy.
- have responsibility for co-ordinating provision, (through the use of a provision map) for pupils with special educational needs
- have responsibility for liaising with parents and external agencies, including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- advise and supporting other practitioners in the setting through practical advice, teaching strategies and information about types of special educational needs and disabilities.
- ensure that appropriate IEPs (Individual Education Plans), IBPs (Individual Behaviour Plans), Individual Support Plans and Education Health Care Plans are in place.
- ensure that relevant information about individual children with special educational needs is regularly collected, recorded and updated.
- co-ordinate Annual Reviews for children with statement/EHC plans and termly reviews for children at SEN Support.
- raise staff awareness and expertise of SEND issues through INSET and CPD opportunities.
- ensure that there are adequate transition arrangements for children with specific needs between different schools and settings.

Teaching and Non-teaching staff:

The teaching and non-teaching staff will

- be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs.
- be aware of their responsibility to children with special educational needs as defined in the Teacher's Conditions of Service.
- take into account the type and extent of difficulty experienced by the pupil when planning the curriculum [i.e. through differentiated activities] and assessment.
- take specific action to provide access to learning, for pupils with special educational needs, working closely with representatives of other agencies who may be supporting the pupil, by:

[a] providing for pupils who need help with communication, language and literacy

[b] planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences

[c] planning for pupils' full participation in learning and in physical and practical activities

[d] helping pupils to manage their behaviour, to take part in learning effectively and safely

[e] helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

[f] providing support for pupils in the form of personal passports to help with transition from 1 class teacher to the next

- be responsible for the day to day recording information about any children in their care who are identified as having an SEND in the SEND Folders . This should be done on a daily basis, if necessary. Any contact they have had with outside agencies, information from parents or incidents in school that have caused concern should be recorded. These folders should be regularly updated by staff and will be monitored by the SENDCo on a termly basis.
- ensure that there are adequate transition arrangements for children with specific needs made between staff and between class changes

The school follows guidance regarding support, expectations and progress as stated in the Special educational needs and disability code of practice: 0 to 25 years (July 2014)

4. Identification of SEND

The school recognises and promotes early identification of and response to SEND. Identifying additional needs and providing suitable support and effective provision should ensure the long-term outcomes for the child are improved.

A child has SEND when their learning or disability calls for additional or special educational provision different from or additional to what is normally available to pupils of the same age.

Class teachers are supported by the SENDCo and the senior leadership team to identify pupils making less than expected progress given their age and individual circumstances. Progress can include areas other than attainment such as social skills.

We recognise that children have a special educational need if they:

- begin Primary School with a Statement of Special Educational Needs or Educational Health Care Plan
- are in the process of being assessed with regard to a statement of special educational needs or Education Health Care Plan , when they begin Boarshaw Community Primary School.
- have been identified as having a special educational need in a previous school or early years setting.
- are experiencing learning difficulties significantly greater than the majority of children of the same age.
- are experiencing emotional difficulties that impact on their learning or behaviour within the school environment.
- are experiencing social difficulties that impact on their learning or behaviour within the school environment.
- have a physical disability which either prevents or hinders them from making use of the educational facilities of a kind provided for children of the same age.
- have a serious medical problem which has implications for the learning process.
- are identified as having learning difficulties by previous assessments such as the Early Years Profile assessment

To help identify children who may have special educational needs, Boarshaw Community Primary School will measure progress by referring to

- the child's performance monitored by the teacher as part of ongoing observation and assessment
- the outcomes from a variety of assessment appropriate to the child's needs
- the child's performance against descriptors within the National Curriculum at the end of a key stage.
- standardised screening or assessment tools

At Boarshaw Community Primary School, we will also be open and responsive to expressions of concern by parents, and take account of any information that parents provide about their child.

5. A Graduated approach:

In order to help all children who have special educational needs, Boarshaw Community Primary School will adopt a graduated response that encompasses an array of strategies and recognises a continuum of special educational needs. The school will adopt and closely follow the SEND Code of Practice on the Identification and Assessment of Pupils with Special Educational Needs.

The following principles, which are central to the Code shall be regarded:

- provision for a child with special educational needs should match the nature of their needs.
- there should be careful, regular recording of a child's special educational needs, the action taken and the outcomes.

Quality First Teaching:

All children will have the opportunity to experience high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Quality of teaching is regularly reviewed in school to ensure that all pupils make progress.

If, despite the above general provision, a teacher has concerns about a child's progress then that teacher shall seek support from the SENDCo. The class teacher fills in an initial concern form and share it with the SENDCo. Once this concern has been registered the class teacher will work closely with the child in the normal class room context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child e.g. Teaching Assistant. There will also be informal discussion with the parent/carers at this point so that parents are aware their child is being monitored. If the class teacher is still concerned after a period of monitoring a decision will be made for the class teacher to meet with the parents for consultation about the child's needs. A decision may be reached at the meeting to begin SEND Support.

SEN Support:

If it is determined that a child does have SEND, parents will be formally advised of this and the child will be added to the SEND register at SEN Support. The class teacher will provide interventions that are additional to and different from those provided as part of the school's usual differentiated curriculum and strategies. These will be recorded on a class provision map.

The triggers for intervention through SEN Support could be the teachers or others concerns, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in the child's identified area of weakness.
- Shows signs of difficulty in developing literacy and mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of additional equipment.
- Has communication and/or interaction difficulties.

Children at this stage will be offered extra support from the school's resources, within the context of an SEN Support Plan. WAVE 1 (Quality First Teaching), WAVE 2 (Catch up intervention) WAVE 3 (SEND intervention/specialist advice/support/EHCP)

The SEN Support Plan will be drawn up through consultation with the child, their parents and teacher(s) and will contain:

- Information about the child – e.g. their strengths and difficulties, their opinions and aspirations.
- The short term outcomes sought for or by the child.
- The teaching strategies to be used.
- The support and provision to be put in place.
- Success criteria.
- Longer term outcomes sought for or by the child.
- When the plan is to be reviewed.

A child receiving SEN Support will have an Individual Education Plan and a One Page Profile. These are created with the child and shared with Parents. Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. The group will be taught by the class teacher and also supported by a TA. Provision will run concurrently with differentiated curriculum support.

All those working with the child, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

The class teacher is responsible for evidencing the progress according to the outcomes described in the plan and is responsible for monitoring the child's progress on a termly basis.

External Support Services:

If deemed appropriate to the child's needs and with agreement from parents, we may request input from external support services such as Educational Psychology, Rochdale Additional Needs Service or Health Professionals such as Speech and Language Therapy, #THRIVE, CAMHS, Occupational Therapy.

The triggers for this could be that the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised management programme.
- 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.

External support services will usually see the child, in school if that is appropriate and practicable, so that they can advise teachers on new support plans with fresh outcomes and accompanying strategies. Support from outside services is coordinated by the SENDCo, either through a single agency referral or an Early Help Assessment referral. Parents and pupils (where appropriate) are actively involved in this referral process.

Referral for an Education, Health and Care Plan:

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment which is usually requested by the school but can be requested by a parent. This will occur where the

complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan (known in Rochdale as a My Plan) will be taken at an SEN Support review.

The application for an Education, Health and Care Plans will combine information from a variety of sources appropriate to the child's needs including some or all of the following:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals
- Educational Psychologist
- other External Support Services

Information will be gathered relating to the current provision, actions that have been taken, and the preliminary review of outcomes set. A decision will be made by a group of people from education, health and social care as to whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the Rochdale's Local Offer.

Education, Health and Care Plans [EHC Plan]

- a. Following and EHC Needs Assessment, an EHC Plan will be provided by the Local Authority, if it is decided that the child's needs cannot be met by the support that is ordinarily available within school. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

6. Monitoring of progress and assessment.

The school systems for regularly observing, assessing and recording the progress of **all** children are used to identify children who are not progressing satisfactorily and who may have additional needs.

Based on the school observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support through **SEND support** provision
3. Additional advice from outside agencies such as Educational Psychology, RANS, CAMHS, OT or SALT.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning to ensure quality first teaching.

The child's progress will be reviewed on at least the same time intervals as for the rest of the class. At these times a decision will be made about whether the child is making satisfactory progress at this level of classroom support or intervention.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by

such an approach, provision at the SEN support level may need to be made SEND support provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions.
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioral or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

Individual Education Plans will be reviewed each term, although some pupils may need more frequent reviews. The SENCO will take the lead in the review process. Parents and pupils will be involved in writing and reviewing IEP targets.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to seek additional support from an outside agency. If a referral is necessary parents will be informed and involved in this process. This information will be shared with children and support will be provided within school to work towards new targets. .

A variety of support can be offered by outside agencies, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will be invited to contribute to the planning, monitoring and reviewing of the child's progress.

7. Arrangements for partnership with parents/carers

- Staff and parents/carers work together to support pupils identified as having additional needs.
- Parents/carers are involved with discussion of IEPs and individual arrangements in class. Class teacher meet all parents/ carers whose children are recorded as having additional needs. The SENDCO will attend this meeting if the school or the parent thinks this is appropriate.
- We make sure that all parents/carers are given information about Parent Partnership when looking at the possibility of Statutory Assessment.
- At Statement / EHCP review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable.
- Where appropriate IEP targets include targets to work towards at home, and parents/carers are invited to contribute their views to the review process. All parents are asked if they would like their own copy of an IEP. These are provided when parents wish to have them.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments to speak to class teachers, the SENDCO and Head teacher on request.
- The SENDCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service when independent advice, guidance and support is required or parents can access this service themselves via -
<http://rochdale.fsd.org.uk/kb5/rochdale/fsd/organisation.page?id=glCb-bL0s9s>

- If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.
- The school's SEND governor may be contacted at any time in relation to SEND matters.

8. Safeguarding:

At Boarshaw Community Primary School, we recognise that children with special educational needs are more vulnerable to abuse and exploitation and if abuse is recognised we will follow the guidelines laid out in our Safeguarding Policy.

9. Complaints Procedures:

If there are any disagreements with parents about SEND support for their child, we will work with them to try to resolve these. In the first instance, parents should ask to speak to the class teacher about their concerns or contact the SENDCo/Head teacher. Further information about how to make a complaint is held within the school's complaints procedure/policy. Details about this are available from the school office or on the school website:

10. Data Protection

We are required to make data on the levels and types of SEN within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEN information report.

Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child's parents or the child, except for specified purposes or in the interests of the child.

See our Data Protection Policy for more information.

