



SEND POLICY

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Table of Contents

1. Introduction	2
2. Aims	3
3. Educational Inclusion and Access to the Curriculum	4
4. 2 year old Provision, Foundation and Early Years	5
5. Identification, Assessment and Provision	6
6. SEND Support	7
7. SEND Support Plans	9
8. Extended Support Plans and My Plan	9
9. EHC Plans	9
10. The Role of the SENCO	10
11. The Role of the Governing Body	10
12. Partnership with Parents	11
13. Pupil Participation	11
14. Nurture Provision	12
15. Transition	12
16. Complaints	13

Introduction

This policy sets out the framework for SEND provision at Bankwood Primary School in the Steel City Schools Partnership (SCSP), in line with the SEND Code of Practice (January 2015).

The school provides a broad and balanced curriculum for all children in school. In planning teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers are responsible for the teaching & learning of all pupils, and so take account of these requirements and make provision, where necessary, to support individuals or groups of children and enable them to participate effectively in curriculum and assessment activities. These children may need additional or different help from that given to other children of the same age.

Aims

The aims of this policy are:

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of a child are identified, assessed, monitored and provided for.
- To promote the development of self-confidence and self-esteem in all children.
- To promote the emotional well-being of all children.
- To identify the roles and responsibilities of staff in providing for children's special educational needs, ensuring all teachers are fully aware that they are all teachers of special educational needs.
- To enable the children to have full access to all elements of the school curriculum.
- To maintain close working relationships with outside agencies.
- To maintain an efficient system of record keeping and communication to ensure progression.
- To ensure that parents and families are able to play their part in supporting their child's development and education.
- To ensure that children have a voice in this process.

Definition of Special Educational Needs.

Children have special educational needs if they have a difficulty in one or more of the areas of SEND as described below, which calls for special educational provision to be made for them. All children may have special needs at some point in their lives.

The four broad areas of Special needs as set out in the Code of Practice are:

- **communication and interaction** – which can include children on the autism spectrum.
- **cognition and learning** – which includes moderate, severe and profound learning difficulties as well as specific learning difficulties such as dyslexia, dyspraxia & dyscalculia.

- **social, emotional and mental health**, which may manifest itself in different ways such as anxiety, disruptive behaviour, being withdrawn, and includes ADHD/ADD/attachment disorder.
- **sensory and/or physical needs**, which includes hearing and visual impairments (HI & VI), multi-sensory or physical disabilities.

However, it is important to recognise that a child's needs may fall into more than one category, and may change over time.

Children have a barrier to learning if:

- They have a significantly greater difficulty in learning than the majority of children of the same age.
- They have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- They are under compulsory school age and fall within the definitions above.
- Their emotional difficulties/behaviour affects their ability to take part in learning safely and effectively.

Educational Inclusion and access to the curriculum.

At SCSP we aim to enable all our children to feel included in all aspects of school life, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning to enable effective participation. We want all our children to feel they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have neurodiverse profiles.
- Require different strategies for learning.
- Learn 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 multi-sensory approach.
- Planning for children's effective participation in learning, and in physical and practical activities.
- Helping individuals to manage their emotions and to take part in learning.

2 Year Old Provision, Foundation Stage, Early Years

We endeavour to ensure that early years practitioners are able to identify and provide for those pupils who have special educational needs. Early identification and referrals play a key part in this. We endeavour to enable all children to join in activities so far as is reasonably practical and compatible with meeting the needs of all the children in the 2 Year Old Provision/Early Years/Foundation Stage.

We recognise that parents play a key role, hold key information and have knowledge and experience to contribute to the shared view of the child's needs and the best way of supporting them.

The Government's Early Learning Goals set out what most children will have achieved by the end of the Foundation Stage. Children will progress at different rates, and by the end of this stage most children may be working towards the goals. Individual children's progress is monitored carefully throughout the Foundation Stage. Those children not attaining the Early Learning Goals will be assessed against Ages and Stages. On-going difficulties may indicate the need for help over and above that which is normally needed for children in the Foundation Stage. We will involve outside agencies to support all areas of SEND and where necessary signpost parents to relevant agencies when we and parents realise that children's needs are beyond the day-to-day expertise within our school.

Each child's current level of attainment is assessed on entry in order for teachers to plan next steps effectively to meet a range of needs.

If the child already has an identified special educational need, this information will be transferred and acted upon. We strongly believe in early intervention.

Identification, Assessment and Provision

Identification, assessment and provision for children with special educational needs is a matter for the whole school. This cycle is referred to as 'Assess, Plan, Do, Review' in the CoP (2015). The governing body, the Head Teacher, the SENCO and all members of staff have important day-to-day responsibilities. All teachers are teachers of special needs. Teaching such children is therefore a whole school responsibility.

The continuous cycle of planning, teaching and assessing takes into account the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements. Those children whose attainment falls significantly outside the expected range may have special educational needs.

They may:

- Have made little or no progress.
- Show signs of difficulty in developing literacy or mathematical skills, which are resulting in poor attainment in other curriculum areas.
- Present persistent emotional or behavioural difficulties, which are not managed or alleviated by the school's behaviour support strategies.
- Have sensory or physical problems, which may affect their progress.
- Have communication and/or interaction difficulties, which may affect their progress.

Initial concerns may be expressed by staff and/or parents. These concerns are carefully monitored and reviewed. Teachers and/or the SENCO should discuss the concern with parents. Teachers and the SENCO will discuss what classroom support is appropriate to meet the needs of the child. Concerns are also discussed at Pupil Progress meetings, where achievement and progress are looked at in depth. SENCOs and teachers have access to a 'SEND Profile' document which may be used at this stage (pre SEND register).

Children with English as an Additional Language (EAL), and/or are New to English (NTE) need their progress to be monitored across all aspects of learning very carefully. This careful monitoring will show whether difficulties are as a result of learning English as an additional language or if they are as a result of SEND. Difficulties related solely to learning English as an additional language are not SEND.

If concerns continue and progress is still felt to be slow then further action needs to be taken. Assessments may show that the child is achieving below an age appropriate level or not progressing

at the expected rate. Persistent emotional and/or self-regulation difficulties may need to be addressed. The class teacher will seek advice and provide interventions that are additional to and different from those provided as part of the school's usual differentiated curriculum. All support given to children on the SEND register who do not have Education and Health Care Plans is called SEND Support (SS).

At SEND Support:

An SEND Support Plan will be put in place. The class teacher will record the strategies used to support the child. This may be through individual work, supported group work in class, or a named intervention programme. Both children and parents are made aware of outcomes set and are an important part of the review process. Class teachers endeavour to meet with parents to discuss the review. Whether or not this is possible a copy of the child's SEND Support Plan (SSP) is sent home termly for parents to support their children at home and respond with their comments.

- Quality First Teaching is our Wave 1 approach. All schools in the Trust have Quality First Teaching as a main priority, and undergo observations and regular CPD to further improve teaching skills.
- The class teacher will make use of all available classroom and school resources. This may include books, apparatus, Teaching Assistants, or the pastoral team.
- The class teacher will liaise closely with parents and review progress at least once a term.

If reviews and assessments show that a child is still not making progress, it may be decided by the class teacher, parent and SENCO to seek further assessments and advice from outside agencies. This level of support is still referred to as SEND Support.

Despite receiving individualised support at SEND Support, the child may still:

- Continue working at levels substantially below that expected of children of a similar age.
- Continue to have difficulty in developing basic literacy and numeracy skills.
- Have emotional, social or self-regulation difficulties which substantially and regularly interfere with the child's own learning and that of the class or group.
- Have sensory or physical needs which require additional specialist equipment or regular advice or visits by a specialist service.

- Have on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The next steps in our graduated response to children's needs are:

- The class teacher will continue to make use of all available classroom and school resources. This may include books, apparatus, Teaching Assistants, support staff and the pastoral team, as well as using advice and/or resources supplied by outside agencies.
- The class teacher and SENCO will continue to liaise closely with parents and review progress at least once a term. There is a formal annual SEND review.
- The individual targets continue to be set and outcomes reviewed. The targets set are discussed between all involved with the child. This could include the class teacher, SENCO, outside agencies, parents and children.

If the child continues to demonstrate significant cause for concern the following will happen:

- Advice can be sought from the Educational Psychologist (EP).
- The child may be assessed by the Learning Support Service (Fusion) from FS2 onwards, prior to this a child could be referred to the 0-5 SEND Support Service.

Following on from these assessments, and the needs of the child and family, an Extended Support Plan (previously named the 'My Plan') may be drawn up, or for a greater level of need, if the SSP and other provision is not making a positive impact, a request can be made to the LA for an Education and Health Care Plan. This is for children who have severe and significant SEND difficulties.

The provision of special needs support at SS may be through:

- Appropriate learning materials or special equipment.
- Group support.
- Individual support.
- Extra adult time to plan, deliver and monitor an intervention.
- Staff development and training to introduce more effective strategies.
- Access to LA and other relevant support services.

SEND Support Plans (SSPs)

All children on the SEND register have an SSP which can be a stand-alone document, or be part of the graduated response (Extended Support Plan, EHCP), written by the class teacher in agreement with the SENCO. These are working documents, updated at least termly, and are shared with the child, the parents and all working with the child. Outcomes are taken from assessment information and advice from outside agencies if they are involved. The outcomes are achievable so that they can be updated at least termly to ensure progression.

Extended Support Plan and My Plan

The My Plan document is being moved to the new format of the 'Extended Support Plan'. This is a gradual process, with new plans being in the Extended Support Plan format.

When the support and provision above is not having a positive impact on the child and their learning, the next stage in provision is through a document called an Extended Support Plan. The Extended Support Plan has more information than an SSP, and significantly more input from the child and family, including Preparation for Adulthood. The Extended Support Plan will replace the existing SSP, and follow the same 'Plan, Do, Review' cycle. It is formally reviewed each term. The Extended Support Plan works as a 'Stand-Alone' document, and it can also be used as submission for an EHCP. For EHCP submissions at least two rounds of 'Plan, Do, Review' should be evident, although in exceptional circumstances the My Plan/Extended Support Plan can be submitted sooner than this.

EHC Plans

If after advice from the EP or other professionals, the school and parents consider that help is needed from outside the school's resources the SENCO or parents may request an Education and Health Plan to be compiled by the LA.

The process for a new EHC Plan will take up to 20 weeks from the initial request to an EHC plan being issued.

All EHC Plan documentation is sent to the LA SEN team, who will decide whether or not to issue an EHC Plan, in consideration with further documentation about the child from involved health and care professionals as appropriate. Should the Panel decide against issuing an EHC Plan it is then up to the school to look again at provision for the child and use the information to meet the child's needs without an EHC Plan. There is a Local Authority appeal process that parents/carers may follow if the request is not successful. The class teacher, in conjunction with the SENCO is then responsible for drawing up an Extended Support Plan, with smaller step outcomes to meet the objectives set out in

the EHC Plan.

The EHC Plan must be formally reviewed at least annually. It is an ongoing document, continually updated. It includes the School Context, progress towards outcomes, and views of all involved, including child, family, education professionals, EP and other health professionals as appropriate. At this time, in Sheffield, an EHCP does not provide any additional funding.

The Role of the SENCO.

The Special Educational Needs Co-ordinator is Anne Robson

The SENCO:

- Oversees the day-to-day operation of the school's SEND policy.
- Co-ordinates provision for children with special educational needs.
- Liaises with and supports class teachers and subject leaders.
- Oversees the records of all children with special educational needs.
- Liaises with the parents/carers of children with special educational needs.
- Contributes to the appropriate in-service training of all staff.
- Liaises with external agencies including the LA support services, Health and Social Services and other agencies as appropriate.

The Role of the Governing Body.

The Governing Body has due regard to the SEND Code of Practice (2015) when carrying out its duties towards all pupils with special educational needs,

Each school's governing body has identified a Governor to have specific oversight of the school's provision for pupils identified as having special educational needs. This governor ensures that all governors are aware of the school's special educational needs provision.

The named governor is Richard Gilson

The governing body reports annually to parents on the status and success of the school's policy for children with special educational needs.

The identified governor will discuss any complaints parents may have concerning the provision made for their child.

Partnership with Parents.

We try to ensure an active partnership with parents when supporting children with special educational needs.

Information about special educational needs provision is included in the school prospectus, on the website, at initial meetings with parents when children start at school and in the Governor's Annual Report to parents.

We hold regular review meetings with parents to share progress being made by their child. The Extended Support Plan includes significant input from parents/ families. If the parent is unable to attend either in person or remotely, it may be discussed over the phone and a copy of the review can then be sent home. An opportunity is given for the parents to add their comments/ feelings. We endeavour to keep them informed of any outside interventions and share the process of decision making by providing clear information relating to their children.

Parents have copies of SSPs and My Plans/ Extended Support Plans.

We ask parents to support us by helping their children to achieve their targets and encouraging them as they make, sometimes, very small steps of progress.

Pupil Participation

We encourage children to take responsibility and to make decisions. Throughout the school we recognise the importance of developing social as well as educational skills.

Children are involved at an appropriate level in Reviews and in setting their own outcomes and steps towards these. They are encouraged to make judgements about their own performance and attitude and approach as part of this process. They play an active role in developing EHC plans. We also have access to Pupil Profile documents to use when appropriate for children not on the SEND register. These comprise information about the child – eg agencies involved, strategies to use – and a section where children voice their own opinions and information. These give teachers a better understanding of our children and allow children to have a voice.

Nurture Provision

There is a Nurture provision located at Coit Primary School to serve Locality A. This provides support for a small number of our most vulnerable pupils with SEMH needs.

Bankwood has an onsite provision called Dave's Place, which provides Nurture-based provision for groups of up to 5 targeted pupils at a time, who are timetabled to have between one and five sessions (2 hours) a week depending on their level of need.

Transition

We recognise that the smooth transition between the 2 Year Old Provision, Foundation Stage, Key Stage 1 and Key Stage 2 has an important part to play in maintaining continuity of progress for children with special educational needs.

The SENCO plays an important part in ensuring smooth transition between the 2 Year Old Provision, Foundation Stage, Key Stage 1 and Key Stage 2 by liaising with parents, class teachers, support staff, and outside agencies ensuring that all relevant information is passed on.

Particular care and effort is made by all staff involved to ensure smooth transition from KS2 to KS3. School staff with knowledge of the children meet with representatives from the receiving secondary schools and all special educational needs records are transferred. The SENCO liaises with the Secondary SENCOs where required to discuss relevant issues and where appropriate, additional accompanied visits are made by the pupil and sometimes family members in order to help facilitate a smooth transition. Other professionals, such as the EP may be involved in the transition of pupils with greater needs, particularly those with Education Health Care Plans.

If a child transfers to another school all records are sent or taken to the receiving school. The SENCO and/or class teacher will fully discuss the child's needs and provision with the SENCO at the receiving school.

Complaints Policy:

If you are worried that your child with SEND is having difficulties or not making progress with their learning... what can you do?

At Bankwood Primary School, parents and carers are encouraged to speak with the class teacher about any concerns they may have. They will be able to discuss any additional strategies in place or support your child is receiving and the progress your child is making.

If you wish to discuss your child's needs further please contact the SENCO or Headteacher who will be able to talk about how Bankwood Primary School can support children with SEND. The School's complaints policy is on our school website. The policy can also be obtained through request of a paper copy from the school office. Please follow this policy if you would like to make a formal complaint. In the first instance, discussions would be encouraged by the class teacher, SENCO and Headteacher to try and resolve any issues.