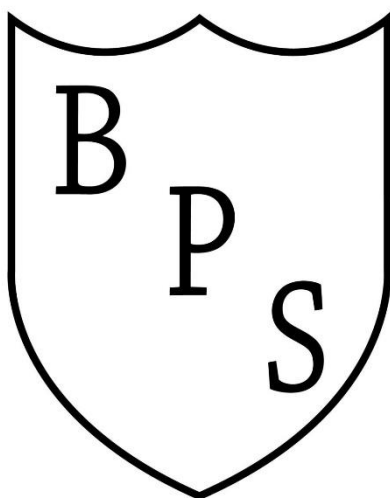


# Burnside Primary School



## Special Educational Needs Policy

<b>Written by:</b>	R Thompson	
<b>Approved by:</b>	The Governing Body	<b>Date:</b> September 2021
<b>Last reviewed on:</b>	September 2023	
<b>Next review due by:</b>	September 2024	

## 1. Our School Aims

At Burnside Primary School, we believe that every child, whatever his or her ability, should have the opportunity to access every area of the curriculum to enable him / her to achieve personal potential academically, socially and emotionally and fully participate in school life. We believe every teacher is a teacher of every child including those with SEND. Our school strives to have high aspirations and expectations for all focusing on outcomes for children.

### 2.1 Intent

At Burnside Primary School, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom. Through our high quality planning, teaching and provision we:

- Pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximized.
- Ensure that all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning.
- Provide an accessible learning environment which is tailored to the individual needs of all pupils.
- Develop children's independence and life skills
- Regularly monitor the progress of children with SEND, using a child-centered approach.
- Provide good quality and relevant training for all staff members supporting children with SEND.
- Work in partnership with parents and carers.
- Work closely with external agencies and other professionals to hone and develop our provision for children with SEND.
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi- professional approach to meeting the needs of all vulnerable learners.

### 2.2 Implementation

At Burnside, every teacher is a teacher of SEND. As such, inclusion is a thread that runs through every area of the school enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child.

At Burnside, pupils with SEND will:

- Be included in all aspects of the school day.
- Be provided with quality first teaching, differentiated to their needs.

- Be respected and their contributions valued and acknowledged.

At Burnside, pupils with SEND may:

- Have specific 1:1 or small group intervention to support their Phonics, Maths or Literacy learning.
- Take part in social and emotional support interventions such as Time to Talk, Socially Speaking or Lego Therapy.
- Receive additional support with their speech and language development from a specialist teaching assistant.
- Work alongside external agencies such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist or Behaviour Support Service to develop specific targets/programmes tailored to the child's individual needs.

## **2.3 Impact**

As a result:

- Children at Burnside feel happy, safe and respected.
- Behaviour at Burnside is exemplary and diversity is celebrated.
- Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.
- Children with SEND make good progress at Burnside from their starting points due to the use of resources and small group intervention which meets the needs of the pupils.
- On leaving Burnside, children with SEND have developed good independence and life skills.

## **3. Legislation and Guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

## **4. Definitions**

At Burnside Primary School, we use the definition for SEN and for disability from the SEND Code of Practice (2014).

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **5. Roles and Responsibilities**

### **5.1 The SENCO**

The SENCO is responsible for:

- Developing and reviewing the school’s SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are
  - i) involved in supporting your child’s learning
  - ii) kept informed about the support your child is getting
  - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into to school to help support your child’s learning e.g. Occupational Therapist, Physiotherapist, Speech and Language Therapist, Educational Psychologist, etc.
- Updating the school’s SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child’s progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

### **5.2 The SEN Governor**

The SEN governor is responsible for:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

### **5.3 The Head Teacher**

The head teacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- SEND budget management and the deployment of resources / equipment

- Giving responsibility to the SENCO and class teachers, but still having overall responsibility for ensuring that your child's needs are met
- Making sure that the Governing Body is kept up to date about issues relating to SEND.

#### **5.4 The Class Teacher**

Each class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Coordinator (SENCO) know as necessary.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Writing Pupil Progress targets /SEN Support Plans and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that any additional resources, support or adaptations to the curriculum enable all children to be included in the learning
- Personalised teaching and learning for your child as identified on SEN Support plans
- Ensuring that the school's SEND Policy is followed in their classroom, and for all the pupils they teach with any SEND.

#### **5.5 Support Staff**

Class teachers work with TAs to plan effective provision for pupils with SEN. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

- TAs are part of the whole school approach to SEN working in partnership with the class teacher and the SENCO to deliver pupil progress and to narrow gaps in performance.
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with the Teacher and parents in the context of high quality teaching overall.
- TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.
- TAs to record delivery of interventions where they are leading it and retain evidence in the appropriate format/child's SEN file.
- TAs to feed into SEN reviews where appropriate.
- TAs to feedback to teacher on progress of children they are working with on SEN support interventions or during whole class teaching where pertinent to their SEN support plan.

### **6. SEND Information Report**

#### **6.1 The kinds of SEN that are provided for**

Burnside Primary School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties.

- Cognition and learning, for example, moderate learning difficulties and specific learning difficulties
- Social, emotional and mental health difficulties, for example, anxiety and attachment difficulties. Children may be withdrawn or isolated, disruptive or disturbing, overactive, impulsive or lacking in concentration, have immature social skills or present challenging behaviour.
- Sensory and/or physical needs, for example, hearing impairments and sensory difficulties.

## **6.2 Identifying pupils with SEN and assessing their needs**

All teachers are teachers of children with special educational needs and differentiated quality first teaching is a priority for all pupils including those with SEND.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on supporting the child within the class
- Use assessment processes to identify learning difficulties
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Ensure that there is a programme of assess, plan, do and review

Your child's progress is continually monitored by his/her class teacher.

His/her progress is reviewed formally every term in reading, writing and numeracy.

At the end of each Key Stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. Special arrangements can be made (with approval from DfE) to support children with additional needs during these tests in Year 6.

To identify children with SEND, the children's performance data alongside teachers' evidenced concerns will prompt identification under the 4 broad categories identified in the Code of Practice 2014 and a Short Note will be completed by the teachers and parent/carer.

Examples of why children are placed onto Short Notes or SEN Support plans, are that despite receiving quality first teaching the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;

- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Children may then progress to a SEN Support Plan which details smaller steps which are personal to your child and their progress. These will be reviewed termly and a future plan made. Targets will be set which are designed to support your child and to improve learning outcomes. Progress against these targets will be reviewed regularly by the class teacher and evidence for judgements assessed. Teachers meet with the SENCO to discuss progress on a termly basis prior to SEN review meetings with parents/carers.

The progress of children with a Statement of SEND/ Education Health and Care Plan (EHCP) is formally reviewed at an Annual Review, with all adults involved with the child's education including Parents/Carers. The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in. Regular book/work scrutinies and lesson observations will be carried out by the SENCO, and other members of the Senior Leadership Team, to ensure that the needs of all children are met, and that the quality of teaching and learning is high.

### **6.3 Consulting and Involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions are captured using a Short Note. Through discussion, parents will then be involved in the decision to move a child onto a SEN Support Plan and placed on the SEN register. Parents will be notified when this happens and when/if they are removed from the register and support de-escalated, e.g. when outcomes are achieved and all parties no longer have concerns.

### **6.4 Assessing and reviewing pupils progress towards outcomes**

We follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are

required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **6.5 Supporting pupils moving between key stages and phases**

We share information with the school, college, or other setting the pupil is moving to. Transfer of SEN files to a new school is the responsibility of the SENCO. Teachers are responsible for handing over pupil files and information to the next class teacher within our school. We work closely with SENCOs and transition staff in secondary education to ensure they have all of the information they require to support children on the SEN register.

### **6.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We also provide the following interventions and support:

#### Social Emotional and Mental Health

- Listening Matters
- Nurture Group

#### Physical and Sensory

- Fine motor skills development
- Gross motor skills and dyspraxia support
- Sensory smart support

#### Communication and Interaction

- LEGO therapy
- Small group support
- 1:1 support
- Getting Along
- Social Stories
- Speech and Language link

#### Cognition and Learning

- Small group support
- 1:1 support
- Magic Spelling
- Lexia
- Accelerated Reader / Reading Plus
- Word Wasp
- Precision teaching

### **6.7 Adaptations to the curriculum and learning environment**

We are proud of our recently built and accessible school building and continue to improve the access of the physical environment for all through our Accessibility Plan. Regular training is provided to staff to ensure the changing needs of our pupils are being met. We regularly



review school publications and promote the availability in different formats for those that require it.

We make the following adaptations to the curriculum to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual cues to accompany verbal instruction.

More information can be found in our Accessibility Plan.

### **6.8 Additional support for learning**

We have a wide range of experienced teaching assistants and higher level teaching assistants who are trained to deliver interventions such as those referred to in 6.6 above.

Teaching assistants will support pupils on a 1:1 basis or in small groups where that is deemed by the teacher, SENCO and Head teacher to be an appropriate use of resources and to help the child achieve their best outcome. The impact of additional small group or 1:1 support is tracked by the teacher supported by the SENCO, and are reviewed termly.

We work with the following agencies to provide support for pupils with SEN:

- Child and Adult Mental Health Services (CAMHS)
- Occupational Therapy (OT)
- Speech and Language Therapy (SALT)
- Emotional Well Being Team (EWEL)
- Cognition and Learning Team
- Autism and Social Communication Team
- Educational Psychology Service
- Sensory and Physical Team

### **6.9 Expertise and training of staff**

The SENCO has achieved the National award for SENCO (NASENCO) in July 2016. Staff receive ongoing training to support them in their roles for example staff have undertaken training on autism, attachment awareness and sensory smart classrooms. The school carries out an annual audit of training needs for all staff taking into account school priorities as well as personal and professional development. Particular support will be given to Newly Qualified Teachers and other new members of staff. Staff training on SEN will be delivered either by the SENCO or via external agencies to all staff as required or requested.

### **6.10 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half termly
- Monitoring by the SENCO
- Using SEN Support plans and/or provision maps to measure progress

- Holding annual reviews for pupils with statements of SEN or EHC plans

### **6.11 Ensuring pupils with SEN engage in activities available to those without SEN**

All of our extra-curricular activities and school visits are available to all pupils, including our breakfast club, wrap around care and after-school clubs.

All pupils are encouraged to participate in our annual trip to the beach, our annual visit to the pantomime and our Harvest and Christmas celebrations. Special arrangements can be made to ensure that children can access these events.

All pupils are encouraged to take part in sports day, school plays, assemblies, school celebration events, rewards and creative week events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **6.12 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher in the first instance.

Should the issue not be resolved or require further investigation, complaints can be escalated to the SENCO whereby they will be addressed or escalated to the Headteacher for further investigation and input. The school Complaints Policy contains details of how complaints are dealt with and this can be found on our website or accessed in person at the main reception desk.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Parents and young people can appeal to the SEND tribunal about decisions that the local authority has made about your child or young person, and disability discrimination about schools, educational establishments and local authorities. If you're not happy with the way the local authority is dealing with your child's special educational needs, try to resolve things informally in the first instance. SENDIASS is an arms-length organisation which offers a free and impartial advice service as well as mediation. They are trained in helping people in dispute to reach agreement. The SENCO can provide further information about who is best to contact should you wish to make a complaint.

## **7. Monitoring arrangements**

This policy will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

The implementation of this policy will be monitored by the head teacher and SENCO throughout the year.

When reviewing the success of this policy we will take into account:

- Progress of SEN children compared to non- SEN;

- Standards reached by pupils with SEN;
- The percentage of parents attending review meetings, including Annual Reviews;
- The number of complaints received regarding SEN provision.

Through regular classroom observation we will also take into account:

- The quality of curriculum planning and the extent to which teachers and support staff work together as a team;
- The extent to which pupils are following an appropriately differentiated curriculum;
- The use of varied resources which enable pupils with SEN to make progress towards their targets;
- The ethos of the classroom and the extent to which pupils with SEN are well-cared for and supported.
- The quantity, consistency and efficacy of targeted interventions.

### **8. Links with other policies and documents**

Information about the agencies we work alongside and refer to are available on the website, can be provided in written format upon request or verbally via the SENCO.

This policy links to:

Accessibility plan

Complaints Policy

Review date

September 2023