



Special Educational Needs and Disability (SEND) Policy

Bures CEVC Primary School Governors have agreed and adopted this policy as part of their on-going commitment to ensuring excellence and best practice is employed throughout the school.

Bures CEVC Primary School is an inclusive school. Through exciting and adventurous learning experiences within a healthy, safe and dynamic environment we help **everyone** in our community to realise their limitless potential.

With a strong Christian ethos, we promote belief and faith in ourselves and others, courageously sharing, caring, and forgiving whilst celebrating both our similarities and differences.

We challenge pupils to become life-long learners who have the confidence, self-esteem, resilience and desire to achieve excellence in all they do.

Bures CEVC Primary School is committed to:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning for individuals and groups of pupils.

We are a happy, caring school where all children and adults are fully supported and challenged to reach their full potential. We work hard to know all children and their families and this enables us to individualise learning opportunities for all.

Through equality of opportunity, we aim to ensure that all pupils, including those with SEN or disabilities, are effectively supported to make the best possible progress in school.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEND Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher has overall responsibility for Special Educational Needs and Disability in Bures CEVC Primary School.

The designated teacher (our SENCo) responsible for coordinating SEND provision for our children is:
Mrs Tracy Bennie

Contact at School 01787 225378

Email FAO: Mrs Bennie primary@bures.suffolk.sch.uk

The Governor with oversight of the arrangements for SEN and disability can be contacted by
Emailing FAO: SEND Governor - primary@bures.suffolk.sch.uk

AIMS AND OBJECTIVES

The Headteacher, Governors and Staff at Bures CEVC Primary School have high aspirations for all children in our school, including those identified as having SEND.

We strive to ensure that all the children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition on to secondary education; then adulthood.

We work hard to ensure all children are part of a fully inclusive environment where the whole community adapts to the needs of the individual.

AIMS

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self-esteem.
- To work in partnership with parents to support children's learning and health needs.
- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To provide access to and progression within the curriculum.
- To involve children in planning to address and monitor their special educational needs and or disability.
- To provide quality training for staff that suggests strategies that help them to support children with special educational needs and disability.

OBJECTIVES

- To ensure all staff are aware, through annual safeguarding training and Prevent Awareness, of the importance of protecting all children.
- To enable all children to participate in lessons fully and effectively.
- To place children at the heart of our inclusive management and provision of support for children with special educational needs or disability.
- To identify and provide for children who have special educational needs and disabilities
- To provide support and advice to all staff who work with children with SEND by promoting access to training and advice to support quality first teaching and learning for all pupils.
- To ensure that all staff are aware of their **ROLES AND RESPONSIBILITIES** in providing for children with SEND.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure close links with families are encouraged and maintained.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work within the guidance provided in the SEND Code of Practice, 2014

All school policies can be obtained from the school web site.

The SENCo will link regularly with class teachers and is a member of the Senior Leadership Team.

ADMISSION ARRANGEMENTS

Our school, Bures CEVC Primary School, uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this, Bures CEVC Primary School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, our school liaises with the local authority, health services and parents/carers to ensure that appropriate arrangements are made to meet individual medical conditions.

More information can be found in the Local Offer information held on the local authority's website <http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/home.page>

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in June 2015, we comply with the requirement to support children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place.

- Facilities that provide access to most of the site for wheelchairs
- Easily accessed and purpose built disabled toilets in each of our three buildings;
- Adjustable classroom furniture;
- Assistive technology – iPads, ICT, voice recorders

RESOURCES

The governors will ensure that the needs of pupils are met by employing a SENCo. The Head and SENCo will use the child's EHCP and LA banding document to identify the areas of pupil need and make appropriate provision.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

The governors will ensure that moneys are set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEND issues and undertake training. For example:

- CPD for all staff
- Special Educational Needs Cluster Groups
- Subscriptions (NASEN)

SEND INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated in liaison with parents/carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at the Family Information Service website <https://www.suffolk.gov.uk/children-families-and-learning/> using the search engine to find our school or other Suffolk schools.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (July 2014) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Some children may have needs in more than one category. We aim to ensure that individual 'One-Plans' match personal learning requirements.

Our staff at Bures CEVC Primary School use a wide range of tools to assess the amount and level of SEND support required. These include:

- To identify the needs of individual children:
 - Through discussions with teaching staff, parents, previous schools and nurseries
 - Regular in class assessments
 - Termly reading and spelling age assessments
 - Regular 'Pupil Progress meetings' where children vulnerable to falling behind their peers are identified.
 - Screening tools for difficulties such as dyslexia and receptive language
 - Assessments from specialists
 - Involvement with Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Play Therapists and any other relevant outside agency.
 - Education, Health and Care Plan (EHCP) will be actioned if the need is great
- How parents and carers are involved in the process:
 - Parents are invited to attend and discuss the provision needed and contribute to the development of 'One Page profiles' and 'One-Plan' provision maps as well as discussion regarding involvement with outside agencies.
 - Twice yearly parents and carers meetings with the class teacher
 - Meetings with the class teacher and SENCo, should this be appropriate

On Starting and Leaving School

During the summer term, prior to their children starting school in Nursery or Reception, parents/carers are invited to the New Parents Information Evening. At this meeting, Parents/ Carers will be able to talk about their child's needs with the class teachers &/or the SENDCo &/or the Head & Deputy Head.

For children who may need more support transferring to our school this may start earlier with input from parents/carers, nurseries and local authority. If a child enters our school 'in year' information will be sought from their previous schools and their parents/carers.

Before transition from Primary to Secondary our SENCo and Class Teachers will meet with the SENCo & members of the Senior Leadership Team of our local Secondary schools and all relevant information regarding an individual's needs will be passed on so that the appropriate support remains in place.

Parents/carers work closely with the SENCo & school staff throughout their child's time at our school.

Teacher Referral

During regular cycles of assessment, Class Teachers, SENCo and Head Teacher meet to discuss 'Pupil Progress'. Prior to the meeting, the class teacher will have identified children deemed to be 'Vulnerable' to falling behind, either in terms of progress or attainment. During the meeting, the barriers to learning and the effect of strategies which have already been implemented will be considered. Targets for these children will be discussed and agreed and helpful teaching strategies / resources or targeted intervention programmes to enable them to achieve these targets will be identified. The impact of these interventions will then be reviewed at the following 'Pupil Progress' meeting. If the targets have been met the children will return to a normal level of classroom support. If the barrier to learning remains, then further interventions will need to be explored.

Tiered support

At Bures CEVC Primary School we use a three-tier system of assessing children's needs.

- **Tier 1 – Vulnerable**
Children identified as 'at risk of falling behind' as part of the 'Pupil Progress' monitoring cycle.
- **Tier 2 – SEND**
Children who have an Educational need or disability that provides a significant barrier to learning which requires more than a short-burst or simple intervention to overcome. A 'One Page Profile' (see below) will be established for children falling into this category.
- **Tier 3 – Complex need**
Children who have a complex Educational need in more than one area. These children have undergone an EHCP assessment and have to have an individualised plan (One Plan – see below) to enable them to work alongside their peers in our mainstream school setting.

'One Page Profile' Provision Maps

Levels of SEND support needed will vary from child to child and the following plans may be put in place. Initially, children may be placed on our 'vulnerable' list, which indicates that we are monitoring their progress and putting provision in place to support their learning. If further action is needed, a child may then move to our SEND Support list, where more targeted provision will be given:

Pupil Passports

All pupils on our SEND Register, and some of our more vulnerable pupils, will be given a Pupil Passport. This document details their needs, individual and group based intervention or support strategies; their next step targets for the half term and any strategies parents can use to support their child at home. The Pupil Passports will be shared with parents and children and the class

teacher will review this regularly to ensure the best possible progress. Pupil Passports are updated half termly in collaboration with the pupil, parents and class teacher.

‘One Plan’ Provision Maps

‘One Plan’ Provision Maps are drawn up for pupils with EHCPs in discussion with parents/carers and the child. Targets are set and actioned by the parent, child and class teacher with support from the SENCO and other trained staff. These will be reviewed regularly (at least once a term). All progress will be monitored through the school’s ‘Pupil Progress’ meetings.

Educational, Health and Care Plans (EHCP)

Children with more severe needs will have an Educational, Health & Care Plan (EHCP). These replace the Statements of Special Needs and are issued by the local authority.

Information about the arrangements for identifying, assessing and making provision, including personal budgets, for children with SEND can be found on Suffolk County Council’s website:

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/home.page>

In addition, <https://www.access-unlimited.co.uk/> is the One Stop Shop for Suffolk children and young people with additional needs and disabilities. It includes information about activities and breaks available for Suffolk children with SEND as well as information for parents about benefits, about how Suffolk aims to support children through education, health and social care.

Curriculum:

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are discussed during ‘Pupil Progress’ meetings. When considering an intervention, we look first at the child’s barriers to learning in order to select the intervention which is best matched to the child.

Targets for children identified as ‘Vulnerable’ or SEND are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCO who monitors overall progress after the intervention.

- Interventions are usually planned in six week blocks. A pre-test is carried out before intervention starts.
- At the end of each block, children’s progress towards their targets are recorded. An assessment or test is carried out at the end of the six-week block and this is compared to the pre-assessment test.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENCo monitors interventions to identify 'what works'.

Access to the full life of the School:

Bures School is a disability friendly school. The school is on one level, corridors are mainly wide and we have several easy access toilets. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. It is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Parents:

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed on the SEND Register;
- discuss assessments that have been completed;
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of '**Assess, Plan, Do, Review**' required in the Code of Practice:

ASSESS: The progress of all pupils is monitored regularly by class/subject teachers and the senior leadership team, so that when a pupil is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned. When deciding whether to make special educational provision for a child, the class teacher and SENCo will consider all of the information gathered from within the school about the pupil's progress, alongside shared information, national data and expectations of progress.

PLAN: If a child is identified as needing additional SEN support, this will be fully discussed with the child and parent / carer. The class teacher and SENCo will liaise with the pupil and parent / carer to identify desirable outcomes including targets and strategies to facilitate them. The class teacher will meet with the parents within the first month of each term to discuss progress made so far and new targets for the coming months.

DO: The appropriate support strategies / interventions will be put in place at school and/or home. When there is a concern related to specific areas of education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. This will be run by the class teacher, teaching assistant or SENCO. Interventions will be recorded on a provision map. 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 SEN.

REVIEW: The child will be assessed as per regular assessment cycle and ‘Pupil Progress’ meetings, these will be used to inform the future planning for the child. The teacher will keep a record of pertinent results and examples of work. The SENCo will support teachers in the review of progress and setting of targets within ‘Pupil Progress’. If required, pupil, parent / carer and teacher will meet to assess the pupil’s progress towards the chosen outcomes. Effective strategies may be continued if necessary; new strategies or outcomes may be identified.

If, despite significant support and intervention, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from other professionals outside of school. These professionals are invited to contribute to the monitoring and review of pupil progress at the termly planning meetings with the SENCo. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. Pupils are only identified as having a special educational need if they do not make adequate progress once they have had all appropriate interventions / adjustments and good quality personalised teaching. The SLT regularly monitors the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. ~~Records are kept of these meetings and copies are available to parents.~~

Thereafter, parents – and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child’s progress.

Complaints:

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils’ needs. All complaints are taken seriously and are heard through the school’s complaints policy and procedure.

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