

Pudsey Bolton Royd Primary School

Special Educational Needs and Disability Policy

Governor Link	Staff Link	Head teacher
Mrs J. Preston	Miss C.L.Tate Assistant Head and SENCo. Member of Senior Leadership team	Mrs V. Smithies
Date of policy	Frequency of review	Date of next review
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Inclusion, Special Educational Needs and Disability (SEND) Policy

Pudsey Bolton Royd Primary School is an educationally inclusive school. We aim to enable all our pupils, whatever their ability or needs, to reach their full potential and be fully included in our school community, where all are equally valued.

This SEND policy is written to comply with the 2014 Children and Families Act, the 2014 SEND Code of Practice, together with the Equality Act 2010.

1. The SEND team at Pudsey Bolton Royd

All staff have a responsibility to ensure that the needs of children with special educational needs or a disability (SEND) are being met. However, all Special Educational Needs provision is overseen and managed by our Assistant Head and SENCO (Miss C Tate), who is part of the Senior Leadership Team. There is a dedicated governor (Mrs J. Preston) for SEND who works carefully with the SLT and SENCO within school. The Senior Leadership Team, work together with the SENCO, to determine the strategic development of inclusive provision in school.

2. Aims

We are committed to providing an appropriate and high quality education to all pupils. We believe that all children, including those identified as having special educational needs and disabilities, have a common entitlement to a broad and balanced curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Pudsey Bolton Royd is an inclusive school and this informs our provision for pupils with SEND. We aim to respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners. We closely monitor the provision for, and the achievement of, individuals and different groups of learners by SEN, gender, ethnicity, EAL, disability and looked after children.

We recognise that pupils learn at different rates and that there are many factors affecting achievement. We aim to identify these factors as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

3. Objectives

- To seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and Early Years settings prior to the child's entry into the school.
- To 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.
- To operate a whole school approach to the management and provision of support for special educational needs whereby every teacher is a teacher of SEN children and is supported by the Senior Leadership Team
- To provide 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 SENCO and Senior Leadership Team 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.

- To work with parents to gain a better understanding of their child and to 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.
- To develop and maintain partnerships with other educational providers, the Local Authority and outside agencies, to ensure a multi-professional approach to meeting the needs of all vulnerable learners.
- To consult with health and social care professionals to fully include pupils with medical conditions in all school activities.
- To 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.

4. What are Special Educational Needs and Disability (SEND)?

Special Educational Needs (SEN) has been defined by the Department of Education as follows:

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

- He or she has a significantly greater difficulty in learning than the majority of others of the same age, or;
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools."

(Code of Practice, 2014)

Disability has been defined by the Equality Act, 2010 as follows:

"A person has a disability if:

- The person has a physical or mental impairment, and;
- The impairment has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities."
- A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

(Equality Act, Chapter 15, 2010)

5. Identifying special educational needs.

At Pudsey Bolton Royd we recognise the importance of early identification of SEND. Early intervention and response improves the long-term outcomes for pupils.

Every pupil's skills and attainment will be assessed on entry and on a half termly basis thereafter. At the same time, we will consider whether a young person has a disability under the Equality Act 2010 and, if so, what adjustments may need to be made.

Identification and assessment of special educational needs is gathered through a range of sources, including discussion with parents and where appropriate, pupils. Sometimes external agencies such as the Complex Needs team, Educational Psychology Service, Speech and Language Therapy may assist in making recommendations for provision.

Once the appropriate assessments have taken place, a decision will be made on whether a pupil has SEND in one or more of the 4 'broad areas of need'; defined in the Code of Practice:

- **Communication and interaction:** Children with speech, language and communication needs (SLCN) who have difficulty communicating with others and may also not understand and use social rules of communication. This often includes children with Autism Spectrum Disorder.
- **Cognition and learning:** Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe (SLD), where children are likely to need support in all areas of the curriculum. Specific Learning difficulties (SpLD), affect one or more specific aspects learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, mental and emotional health:** Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn, isolated as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- **Sensory and/or physical needs:** These include vision impairment, hearing impairment or multi-sensory impairment which will require specialist support and/or equipment or access their learning. Some children with a physical disability require ongoing support and equipment to access all the opportunities available to their peers. It also includes children with medical needs.

If it is thought that non SEND factors such as attendance, punctuality, health or social difficulties are the reason for low attainment and progress, school is well placed to offer support through our inclusion team.

It should also be noted that persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEN. Assessments will be made to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties and through consultation with parents, provision will be established. If it is thought that factors such as housing, family or other domestic circumstances may be affecting behaviours, a multi-agency approach, such as an Early Help plan may be appropriate

These four broad areas of need give an overview of the range of needs that staff plan for. The purpose of identification is to determine what action our school needs to take, rather than fitting a pupil into a category. When identifying SEN, Pudsey Bolton Royd Primary School considers the needs of the whole child, not just the SEND of the pupil.

6. Graduated Approach Special Educational Needs Provision

Teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Regular assessments of all pupils by teachers will identify pupils making less than expected progress in relation to their age and individual circumstances. The code characterises this progress as:

- significantly slower than that of their peers starting from the same baseline

- failing to match or better the child's previous rate of progress
- failing to close the attainment gap between the child and their peers
- widening the attainment gap

Initial Concerns

Where there are concerns about lack of progress, a Record of Concern will be completed by the class teacher and discussed with the SENCO to determine the actions to be taken, in terms of further assessment, provision and monitoring. At this stage, it may be appropriate to put additional wave 2 interventions in place; these are usually short term 'catch up' programmes, designed to close the attainment gap. The progress of these pupils is tracked closely on our assessment database, where pupils are flagged as being part of the 'monitoring group'. Parents will be informed of our concerns, usually at parent consultation meetings or through informal discussions with the class teacher and/or SENCO.

SEN Support

If the child fails to make progress after a period of time (usually a term), despite high quality teaching, differentiation and additional intervention, the SENCO will meet with the class teacher to consider all of the information gathered, including the views of parents.

Where it is evident that the pupil has a high level of need, the SENCO at this stage, after consultation with the parents, may seek advice and further assessments from outside agencies e.g. Speech Therapy, Educational Psychology.

Where it is decided that a pupil does have SEN, the decision is recorded on the school's SEN register (coded as SENS for Special Educational Needs Support) and the parents are formally informed that special educational provision is being made. Under the Code of Practice, SEN provision is "provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools"

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four- part process: **Assess Plan Do Review.**

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

7. Managing Pupils Needs on the SEN Register

Assess and Plan

Following thorough assessments and placement on the SEN register, the class teacher, in consultation with the SENCO, puts a plan in place to set targets and to agree interventions and support that are required.

As a school, we will record the steps taken to meet the needs of individual children through the use of detailed Provision Maps, Pupil Passports, SEN Support Plans, Individual Behaviour Plans, Speech and Language Programmes and Group Intervention Plans.

Plans will specify:

- SMART (specific, measurable, attainable, realistic and timely) targets set for the pupil.
- The strategies used to ensure targets are met
- The date the targets were set and the date for the targets to be reviewed.
- Staff involved and the frequency/timing of the intervention.
- Expected outcomes

It is the teachers' responsibility to familiarise themselves with the principals behind interventions in order to reinforce them in the child's classroom learning. Parents will be given a copy of the intervention plans, and will be expected to support progress towards targets at home, where appropriate.

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The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and provide links with classroom teaching.

Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly at Pupil Progress meetings and through termly review meetings between the class teacher and SENCO. The review process will evaluate the impact and quality of the support and interventions. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress making any necessary amendments, in consultation with parents and the pupil. Teaching staff keep parents informed of the impact of provision and progress made towards targets through parent consultations and an annual written report.

8. The role of outside agencies.

An outside agency may become involved if a pupil continues to make little or no progress, despite interventions. A referral to an outside agency is made by the Assistant Head/SENCO, once parent/carers have been informed and their views sought. Pupil records will be looked at in order to establish which strategies have already been employed and which targets have previously been set. The outside agencies may act in an advisory capacity or they may be involved in working directly with the pupil.

The agencies we may seek support from are as follows:

- Educational Psychologist Team
- Speech and Language therapist
- Visually Impaired Team
- Deaf and Hearing Impaired Team
- The School Nurse
- Complex Needs Team
- Health professionals e.g. physiotherapy, occupational therapy, CAMHS
- Family Outreach Workers, Counselling and Therapeutic Services via our cluster

9. Requesting an Education, Health and Care Plan (September 2014)

If children fail to make progress, in spite of high quality, targeted support at SEN Support, the school or parents may consider applying for the child to be assessed for an EHC plan. Pudsey Bolton Royd Primary School will make a request to the Special Educational Needs Team at Leeds City Council if a pupil's needs have demonstrated significant cause for concern, where for example, there may be a future consideration of special school provision or where the child has a disability which is life long and which means they will always need support to learn effectively. The Local Authority will be given information about the pupil's progress over time, the resources or arrangements we have put in place and other supporting documents that relate to the pupil's special educational needs via the EHC1 form.

Once the Local Authority has considered the information received from the school, there is a twenty week period for additional information to be gathered from outside agency professionals, parent/carers etc. and for a decision regarding the Education, Health and Care Plan to be drawn up.

If it is decided to issue an Education Health and Care Plan, a multi agency meeting involving parents and all relevant professionals, will take place in order to draft and agree the nature of the EHC plan. Once issued, the school and relevant agencies have a duty to implement and follow the terms of the plan, and to carry out an annual review to track and monitor progress towards the objectives.

If the issuing of an EHC plan is not thought to be appropriate, Leeds City Council will offer further guidance to all the parties concerned with regards to the support offered to the child.

10. Supporting Parents and Families

At Pudsey Bolton Royd Primary School, we welcome and encourage all parents/carers to participate in their child's educational progress from the outset, seeing them as equal partners. We believe this partnership plays a key role in enabling pupils with SEND to achieve their potential. In our school we involve parents through:

- Always informing and involving them when for their child, a special educational need is identified.
- Invitations to parent consultation evenings, where progress against targets are reviewed and new targets set.
- Review meetings with the SENCO and/or the class teacher for more complex SEND children.
- Education, Health and Care plan (or statements) reviews, held annually.
- Contributing to the child's Individual Education Plan and progress towards meeting targets.
- Meeting with outside agencies, when specialist advice has been sought in relation to their child's special educational need or disability.
- Expecting parents to support with their child's learning; this will often be through supporting with special homework tasks or reinforcing class strategies.
- Parent workshops offered in school, to help parents with supporting children in areas such as reading, maths and speaking and listening.

Local Offer

Information for families regarding the Leeds Local offer for SEND can be found at <http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>. Supporting this, school has a statutory requirement to provide an SEN Information Report, describing the provision we make for pupils with SEND and this can be found on the school website or in leaflet form available from the school office.

Parent Partnership Services:

Parent Partnership Services, now known as Leeds Special Educational Needs and Disability Information Advice Support Service, can provide information; advice and guidance on special educational needs and can provide an independent parental supporter for all parents who want one. This can be accessed through <https://familyinformation.leeds.gov.uk/sendiaass> or by telephoning the helpline on **0113 3785020**.

11. Supporting pupils with medical conditions.

Pudsey Bolton Royd Primary School recognises that pupils within our school, who have medical conditions, should be properly supported to enable full access to education, including school trips and physical education.

We will comply with our duties under the Equality Act 2010, where pupils with medical conditions also have a disability. Some pupils may also have special educational needs, a Statement/Education, Health and Care plan, which combines pupil's health and social care needs. It will sometimes be necessary to put an individual healthcare plan in place for individual children. This plan supports school in effectively supporting pupils with medical conditions. The plan provides clarity about what needs to be done, when and by whom. An individual healthcare plan is likely to be helpful where the medical conditions are long-term and complex. However, not all children will require one.

We have a policy for supporting pupils with medical conditions; this policy is regularly reviewed and is readily accessible to parents and school staff.

12. Supporting Pupils at Transition

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to familiarise children with their new setting.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to High School

We have good links with our feeder high schools in Leeds and work alongside key members of high school staff to ensure a smooth transition for our Year 6 pupils. For children with statements or EHC Plans, high school SENCO's will be invited to contribute to the Year 6 annual review. Additional visits to high schools are arranged for our more vulnerable pupils and those with additional needs.

13. Admissions

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Leeds City Council admissions policy)

Prior to starting school, parents/carers of children with a Statement of SEN or EHC Plan will be invited to discuss the provision that can be made to meet their identified needs.

14. Training and Resources.

Support will be allocated to meet the needs of pupils through use of available funding, i.e. Notional Inclusion budget, Funding for Inclusion top-up funding and the whole school SEN budget.

Pudsey Bolton Royd Primary School has a commitment to staff development in the area of inclusion and SEND, to ensure that teachers and support staff effectively meet the needs of all pupils. In-house and/or outside agency training is arranged as prioritised in the School Improvement Plan. Staff have access to a wide range of SEN resources, which are stored in the Special Needs base, next to the school office; electronic resources are stored on the school network.

The SENCO regularly attends network meetings and training courses in order to keep up to date with local and National developments.

15. Roles and Responsibilities

Governing body

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this SEND Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEND on the ongoing effectiveness of this policy.

Special Educational Needs Coordinator

In line with the recommendations in the SEND Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- Maintain and analyse the whole school provision map for SEND children and those at risk of underachieving.
- Maintain the school's SEND register and oversee the records on all pupils with SEND.
- Meet with class teachers on a termly basis to review and revise learning objectives for all children who are being tracked on the school provision map.
- Liaise with and support colleagues on SEN provision, including class teachers, support assistants, bilingual liaison officers and the learning mentor.
- Consult with and make referrals to external agencies, including educational psychologists, specialist learning and inclusion support workers, speech and language therapists, physiotherapists and other health professionals.
- Monitor SEND provision, by evaluating the impact and effectiveness of additional interventions.
- Implement a programme of annual reviews for pupils with an EHC plan or statement and for pupils with high levels of SEN funding.
- Manage the Funding for Inclusion budget.
- Make referrals to the Local Authority to request high needs top up funding and/or an Education Health and Care Plan when it is thought that a pupil may have a special educational need which will require significant support.
- Oversee transition arrangements and transfer of information for Year 6 pupils with additional needs, through effective liaison with high schools.
- Manage a range of resources to enable appropriate provision for children with SEN.
- Identify training needs of staff in relation to SEND provision and contribute to in-service training.
- Liaise with the leadership team and the designated SEN governor, keeping them informed of current issues regarding provision for SEND pupils.
- Draft the annual SEND information report and make it available on the school website.
- Liaise with parents and families of children with SEND, keeping them informed of progress

and listening to their views.

- Work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements for pupils with disabilities.

Class teachers

Provision for children with special educational needs is a matter for the whole school. All teachers are teachers of children with special educational needs and teaching such children is, therefore, a whole school responsibility.

It is the responsibility of the class teacher to:

- Differentiate the curriculum to take account of the individual needs of the children in their class. Advice and assistance is available from the SEN coordinator (SENCO) and the subject coordinator.
- Identify children who may have special educational needs and inform the SENCO of their concerns.
- Organise the appropriate method of teaching i.e. class, small group, individual and to work effectively with classroom support assistants.
- Produce SEN support plans and group intervention plans, in consultation with the SENCO.
- Ensure there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”.
- Produce and maintain a class provision map for children with identified needs.
- Keep parents informed about the progress of, and provision made for, children with special educational needs, through consultations and reports.
- Encourage parents to be actively involved in supporting their child.
- Monitor the effectiveness of additional interventions and to measure and monitor progress.
- Effectively deploy and manage additional support staff to maximise outcomes for children with SEND.

16. Accessibility and Adaptations

We pride ourselves on providing an appropriate, exciting and accessible learning environment for all our children within school. We are a disability friendly school; the school building itself, planned mainly on one level, enables easy access for wheelchair users; the school has a lift for access to the ICT suite and Community room. There are two disabled toilets and a care suite available to use within school; there are two disabled parking bays in our car park. More details can be found in the schools Accessibility Plan, also available on the school website.

17. Monitoring and evaluation of SEND

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of parent evenings, open days, pupil centred reviews and pupil progress meetings. The SENCO as part of SLT observes Teaching and attends Pupil Progress meetings to monitor progress on a termly basis in line with the SEND Code of Practice.

SEN provision and interventions are recorded on a provision map. This is updated by class teachers and is monitored by the SENCO. All interventions are monitored and evaluated termly by the SENCO. Information is fed back to the staff children and parents. This helps to identify whether provision is effective.

When a child no longer matches the definition of SEND they are removed from the register following discussion with child and parents.

18. Reviewing policy

This policy will be reviewed on a bi- annual basis. The process of review will involve the SENCO, the SEND Governor, the Senior Leadership Team and all teaching staff. Review of the policy will take into account:

- The progress made by pupils with SEND at the school.
- The success of the school in its aim for the inclusion of children with SEND.
- Any recommendations from OFSTED or the LA about improving practice.
- Any factual changes, such as names of personnel.

19. Complaints Procedure

If a parent wishes to complain about the SEND provision in place for their child, they should, in the first instance, raise it with the class teacher, followed by the SENCO and head teacher. If they remain dissatisfied then the complaint should be taken in writing, to the Governors. The school follows the Leeds City Council guidance 'Dealing with Complaints about Schools'

20. Links to other policies

The following school's policies, available on our website, reflect the school's commitment to inclusion, safety and wellbeing of all our children:

Single equalities Scheme
Accessibility Plan
Anti Bullying
Teaching and learning
Medical Needs
Safeguarding/Child Protection.
Health and Safety