

Booth Wood Primary School

Special Educational Needs Policy

2021/2022

Signed: _____
(Chair of Governors)

Date: _____

Amanda Hall /SENCo
Christina Morley – Emotional Literacy Teacher

Aims and Objectives

Aims

At Booth Wood Primary School we aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice 2014*.

Our aims are:

- To provide children with high quality first teaching through regular training at staff CPD sessions.
- To have high expectations that each child will reach their potential in all aspects of school life.
- To develop independent learners who can transfer these skills to future life.
- To educate pupils with SEN, wherever possible, alongside peers in mainstream classrooms.
- To assess pupil data regularly and provide appropriate support where it is needed. Effective assessment and provision will be secured in partnership with parents/carers, children and external agencies.

Objectives:

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential. Progress will be monitored, with class teachers, half termly and alongside pupil progress meetings. Targets for pupils with SEN will reflect the outcomes of these meetings.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCO, Head teacher and assessment co-ordinator 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. CPD will be provided where necessary to enable staff to be able to enable pupils to overcome the barriers to learning.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between pupils and their teacher/SENCo and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. Pupil voice.

SEN categories and Identification Process

What are special educational needs (SEN)?

The term 'special educational needs' refers to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

Booth Wood Primary school aims to provide support for your child, sometimes with the help of specialists. If your child has special educational needs, they may need extra help in a range of areas, for example:

- schoolwork
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- personal organisation
- some kind of sensory or physical needs which may affect them in school

The Special Educational Needs and Disabilities (SEND) Code of Practice sets out four headings;

- **Communication and Interaction**

- May have speech sounds difficulties
- May find it difficult to communicate with others
- May have difficulty understanding others
- May have an autism spectrum disorder (ASD)

- **Cognition and Learning**

- May learn at a slower pace than others of the same age
- May have a specific learning difficulty (SpLD), such as dyslexia, dyspraxia, dyscalculia

- **Social, emotional and mental health difficulties**

- May show emotional difficulties such as withdrawn or challenging behaviour
- May have disorders, such as, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

- **Sensory and/or physical needs**

- May include:
 - visual impairment (VI)
 - hearing impairment (HI)
 - multi-sensory impairment (MSI)
 - physical disability (PD)

Who is involved in identifying special educational needs?

Parents have a vital role to play in their child's education. They know their child well and are often in a position to alert the class teacher to any possible concerns.

The class teacher will keep records of progress and be able to identify areas of difficulty, including SEN.

Adults who support in the classroom pass any observations and concerns to the class teacher.

Parents and teachers may approach the special educational needs coordinator (SENCo) for advice and support.

SENCo may carry out assessments to help set appropriate targets.

External agencies include

- Speech and Language Therapy Services
- Specialist Teaching Service
- Health Services
- Educational Psychology Service

How are special educational needs identified?

At Booth Wood Primary School, we care about every child's well-being and progress. Class teachers ensure through 'Quality First Teaching' that the child is given every opportunity to progress. Where concerns arise, additional information is sought by:

- Talking with parents
- Referring to records from previous settings/schools
- Requesting information from appropriate external agencies
- Analysing data (tracking progress over time)
- Monitoring changes in children's behaviour and presentation

What is not considered as SEN according to the Code of Practice?

- Disabilities that do not affect learning
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)

Managing Pupils Needs on the SEN record

Quality First Teaching (QFT) tells us that all children benefit from a classroom where a teacher is continually using assessment strategies that are used for future planning and delivery of learning. Therefore, progress for all children is continually monitored against the National Curriculum.

As an inclusive school, all children are valued, and their voice listened to. This is true for all children whether they are on the SEN record or not.

At Booth Wood Primary School, all children are assessed termly. After the formal collection of data, Pupil Progress Meetings take place where children who are not making expected progress will be identified, and a decision will be made about additional support. All children who need support should receive it regardless of a label or diagnosis. Progress will be regularly reviewed and if, despite quality first teaching with reasonable adjustments to accommodate learning differences, there continue to be concerns, additional support may be necessary. This support is written on a Provision Map which specifies the intervention, when it takes place and who is delivering the programme of support. It is the class teacher's duty to provide appropriate intervention and keep evidence of progress against the agreed target. This becomes part of the next Pupil Progress meeting.

The class teacher will make decisions regarding the type of intervention need but advice can be sort from the SENDCo regarding resources including staff. We use a range of intervention that is carefully matched to your child's gaps in learning.

The level of provision will depend upon a number of factors including their progress in other areas, their attitude to learning, what the class teacher considers to be their need and will focus upon a key area to develop their learning. Your child may work in a small group with other children with similar needs or individually. Every effort is made to timetable this effectively so that children are not missing substantial amounts of time from core subjects.

If progress has not been made despite appropriate intervention, other agencies may be contacted to provide support and advice to both the school and parents. The SENDCo will support the class teacher in collecting the appropriate evidence needed in order to make a referral. The evidence needed will vary depending upon the service required. The SENDCo holds a central file of these forms. Support may come from a number of providers including:

- Local Authority services such as Autism Outreach or Specialist Teaching Service,
- Educational Psychologist, Occupational Therapist, Physiotherapist.
- Outside agencies such as the Speech and Language Therapy (SALT) Service.
- Inclusion Support from Ashmount School.

It is the class teacher's responsibility to act upon the advice from outside agencies and to show this in their provision maps. It is the SENDCo's responsibility to ensure that this is happening.

Parents will have been consulted with at all points in this process; working collaboratively with the child at the centre will ensure the best outcome. Therefore, if a child is receiving any form of intervention, parents will have been notified and the intervention explained. Should it be decided that other services are required, parents and teachers will work in partnership to complete the paperwork, be notified of when the services are coming in to work with the child and some form of feedback will be given.

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

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

The most up to date information for Leicestershire can be found at http://www.leics.gov.uk/index/children_families/family/send.htm or by contacting them on 0116 3056545.

Education, Health and Care Plans [EHC Plan]

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

A Graduated Approach to SEN Support

Quality First Teaching

The teacher has the highest possible expectation for children in their class and all teaching is based on building on what the child already knows, can do and understand. All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. If any member of staff working with a child identifies that they have difficulties in particular areas that they find it harder than their peers to gain skills or knowledge or that they are not making the progress that is expected they will bring this to the attention initially of the class teacher.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have been identified as having gaps in their understanding/learning.

School uses a variety of monitoring methods to promote and ensure Quality First Teaching.

- Lesson observations
- Work scrutiny
- Skills audits
- Moderation
- Pupil progress meetings

<p>The Graduated Approach The process for implementing SEN support is in four stages</p>
<p><u>Assess</u> We will gather information about the child’s well-being, previous progress, motivation, attainment and learning from everyone involved with the child, to give us an accurate picture of the child’s needs. This usually includes the child, teachers, SENCO, parents/carers and any outside agencies (Health, Social and Educational).</p>
<p><u>Plan</u> A One Page Pupil Profile will be written to outline what will be put in place to achieve specific targets or outcomes.</p> <p>The plan will include:</p> <ul style="list-style-type: none"> • Quality First Teaching approaches that are effective to enhance learning • Proven interventions/ strategies that will be used to achieve specific targets and how they will be delivered • Any focussed support from a teacher/teaching assistant • Resources to support the One Page Pupil Profile and to ensure access to the curriculum • Suggestions about how the parent and or pupil can contribute to the plan
<p><u>Do</u> The One Page Pupil Profile is the working document to be used by all those supporting the child. The class teacher remains responsible for the child’s progress and works closely with any teaching assistants or specialist staff, to plan and assess the impact of support and interventions and how they link to classroom teaching. Adjustment and annotations should be made to the plan as necessary. If the child’s class teacher has any concerns that the plan is not working, they will discuss this with the SENCO/Head Teacher for further advice.</p>
<p><u>Review</u> The effectiveness of the support and interventions will be reviewed at least termly. The impact of the support will be measured as well as progress towards targets. Parents and pupils will also be asked for their views about what has worked well and what they feel now needs to happen to support their learning. A decision will be made about any necessary changes and the One Page Pupil Profile will be updated to enable the child to achieve their next steps in learning. Advice or assessment from outside specialists may be requested if more information is required. If the child continues to have significant difficulties despite additional intervention and advice from specialists, they may have higher needs. The SENCO may then make an application for top up funding if the cost of additional support goes beyond £6000 threshold that is the school’s responsibility.</p> <p>Over time, if the child is still not making progress despite the school having taken relevant and purposeful action over time, the school or the parents can apply for an Education Health and Care Plan assessment.</p> <p>Where a pupil has an EHC plan/ Statement there must be an annual review involving parents, school and outside agencies.</p>

CRITERIA FOR EXITING THE SEN RECORD

Depending on why the student was placed on the SEN Record initially, the following criteria are used to assess the appropriateness of on-going support:

- Concerns identified upon transition from previous setting are no longer evident.
- Since baseline assessments, students have made progress and their attainment is closer to Age Related Expectations.
- Standardised Scores for Reading, Spelling and Comprehension rise above the 84.
- The difference of attainment between Maths and English or Reading and Spelling (or other relevant measures) are less than previously.
- A student's disability no longer hinders their progress academically, socially and/or developmentally.

However, all of this is looked at in the context of the child and a holistic approach to assessing a child's needs is paramount. All of this is done through the Graduated Approach and in consultation with students, parents and relevant professionals.

If a child is removed from the SEN Record, there are whole school processes which continue to monitor their attainment and progress. These are overseen by the Head Teacher, Assessment Coordinator, SENCo and Class Teacher.

Supporting Pupils at Booth Wood Primary School with medical conditions

Booth Wood Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please refer to the policy "Supporting Students with Medical Conditions" for further information.

Monitoring and evaluation of SEND

Information will be gathered about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child to give an accurate picture of the child's needs. This usually includes the child, teachers, parents/ carers and any outside agencies.

One Page Pupil Profiles

A One Page Pupil Profile will be set up to target the individual needs of a specific pupil. This will present specific targets for the child to work towards over a period of 8 weeks to a school term. Children with a One Page Pupil Profile will receive individualised support by either the class teacher, dedicated LSA or SENCo. The One Page Pupil Profile will be reviewed at the end of the stated period by the child's Class Teacher, the child (where appropriate), the child's parents and when appropriate the SENCo. From this, a new Profile will be written.

In school, written records will be used as a working document to closely monitor the effectiveness of targeted intervention and progress made by the individual pupil.

During half-termly pupil progress meetings, teachers will discuss the progress of children identified as SEN with the Head Teacher and/ or SENCo.

Statemented children (EHCP)

Children on a statement/ EHCP will have an annual review in which parents, teachers and other agencies (including health and social care professionals) will be invited to attend to discuss and review the progress of the named child, set new targets and amend the statement where necessary.

Emotional Literacy Support

Christina Morley is the schools Emotional Literacy Teacher who has completed the ELSA training and also holds a Foundation Degree in EYFS and Children and Young People's Services. Her role is to support children in understanding and managing their own and others emotions and wellbeing, often taking on a multi-agency approach. Children are referred to Mrs Morley by class teachers, the Educational Psychologist or by the child's parent(s)/carer. Support can be offered in a variety of forms, including; group sessions, individual sessions, Forest School sessions, class room based support or through drop in sessions when required. Work with Mrs Morley is closely monitored and the impact of the sessions is tailored to individual needs of the children. Mrs Morley works closely with the school's SENDCo to ensure that continuity is assured throughout all interventions.

Evaluation of provision

At the start of a school year, provision for each child will be carefully mapped to enable individual needs to be met. Intervention programs/ groups will be evaluated through termly and annual reviews of data to help ensure provision is effective and impacting positively on children's progress.

Governors

The school will appoint a Governor responsible for SEND

Governors are responsible for making sure the necessary support is made for any child who attends the school who has SEND. The Head Teacher will ensure the Governing Body are kept up to date about any issues in school relating to SEND.

The SEN Governor will have regard to the code of practice when carrying out their duties, liaising with the Head Teacher, SENCo and staff.

Training and Resources

Booth Wood Primary School receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the "notional SEN budget." The government has recommended that schools should use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN. If a student with SEN needs more than £6,000 worth of special educational provision, the local authority can be asked to provide top up funding.

Some students with an EHCP will be allocated a personal budget. A SEN personal budget is a sum of money made available by the Local Authority because it will not be possible to meet the child or young person's learning needs from the high needs funding made available to schools. It can be used to arrange and pay for some of the support agreed in the child or young person's Education, Health and Care plan. The amount that is allocated depends on the needs and outcomes identified in the plan and can alter as they change.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our school operates the following training programmes:

- Half termly CPD sessions related to pupils with additional needs and classroom strategies.
- SENCO and/or Learning Support Staff attend training and disseminate to the rest of the school.
- SENCO attends SENCOnet meetings to be updated on important national and local initiatives and to provide an opportunity for SENCOs to share good practice
- The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

STORING AND MANAGING INFORMATION

Provision Maps / One Page Pupil Profiles are working documents therefore teachers need regular access to their SEN file. This is stored in a location where other children cannot access it but that other adults employed by the school and deployed to work with the identified children can access this information easily. This documentation is also stored and updated electronically on the schools OneDrive. This enables all staff working with the children to update records and to have a clear understanding of all needs.

More detailed and personal documents are held by the SENCo in a secure location.

When a child transitions to a new school, it is important that the information is passed on. The SENDCo is responsible for ensuring that this is done in a secure way and should seek a receipt from the new school.

All information must be kept confidential between all parties involved.

REMOTE LEARNING

At Booth Wood School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

The **SENDCO** is responsible for:

- Liaising with the **ICT Coordinator** to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely and liaising with the **headteacher** and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.
- Ensuring the families of vulnerable children are contacted during any remote learning time.

For further information please see the Remote Learning Policy.

Reviewing the SEN Policy

The SENCo will review the SEN policy annually to ensure it complies with all current legislation and guidelines set by the Government. The reviewed policy will then be passed to Governors for discussion and approval.

Amanda Hall (SENDCo)

Last reviewed September 2021