



**SEND  
SPECIAL  
EDUCATIONAL  
NEEDS AND  
DISABILITY**

## **Introduction**

At Buckton Vale Primary school we recognise that our pupils have a variety of needs and aspirations. We are committed to the inclusion of all pupils in a broad, balanced and relevant curriculum, made accessible through differentiated activities. The needs of a significant minority of the children require consideration beyond that given to other pupils (a Special Educational Need). Government Legislation dictates the framework within which the school operates (the Special Educational Needs and Disability Code of Practice 2014, the SEN and Disability Act 2001), and further guidance is provided by both the Government and Local Authority. We aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve his or her full potential.

## **Aims and objectives**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special education needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

## **Definition of Special Educational Needs**

Children have SEND if they have a learning difficulty, which calls for special educational provision to be made for them.

We recognise that children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of education facilities that are generally provided for children of the same age in schools within the area of the local education authority;
- they are under school age and fall within the definitions above.

There are four broad categories of SEND:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

## **Definition of disability**

A disabled child has a physical or mental disability, which has an effect on their ability to carry out normal daily activities. Physical or mental disability includes: sensory impairments, severe disfigurements and hidden disabilities, e.g. mental illness/mental health problems, learning difficulties, dyslexia, diabetes, and epilepsy. The effect of the disability must have a substantial and long-term effect on the child's ability to carry out normal day-to-day activities.

### **Definition of inclusion**

In our school we aim to offer excellence and choice to all our children whatever their abilities or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect that children:

- have different educational and behavioural needs and aspirations;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely.

### **Roles and responsibilities**

#### **Headteacher**

Mr Hunter has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. He will keep the governing body fully informed and also work closely with the SEND coordinator.

#### **SENDCO**

The SENDCO, Mrs Quinn, has responsibility:

- for the implementation of the school's SEND policy;
- for coordinating provision for pupils with SEND;
- supporting and advising colleagues;
- overseeing the records of all children with special education needs;
- acting as the link with parents;
- acting as the link with external and other support agencies;
- monitoring and evaluating the special educational needs provision and reporting to the governing body;
- managing a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributing to the professional development of all staff.

#### **The Governing Body**

SEND Governor is Mrs A Knott.

The governing body, in cooperation with the head teacher, determines the school's general policy and approach to provision for children with special educational needs. They establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. They report annually to parents on the effectiveness of the school's implementation of its SEND policy.

#### **Teaching and Learning**

Teaching SEN pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking in to account the differences in pupils'

abilities, aptitudes and interests. Class teachers have the overall responsibility for the education of all children in their class, including those with special educational needs. All teachers must differentiate work to meet the needs of the children in their class. The class teacher is responsible for devising and implementing the IEP in consultation with the SENCO and ensuring that all relevant staff are aware of the targets.

### **SSA's and LSA's**

All staff should be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs. They will liaise closely with the class teacher and SENCO.

### **Coordination of SEND provision**

SEND Profiles for all pupils are reviewed at least termly. 'SEND Support' is now used in place of the terms 'School Action' and 'School Action Plus'. It should be noted that having been previously supported at 'School Action' and 'School Action Plus' will not guarantee that the same child will be identified to receive 'SEN Support'. An audit of the register was completed in Spring 2015 and children were placed in to one of the SEN categories depending upon their key needs. Children with medical or other needs are identified on the register. In addition, some children were added or taken off the register in accordance with the new guidance. Any child removed from the register will continue to be monitored by the class teacher and if there are any concerns children may be placed back on to the register at any time. Parents and carers will be informed of this decision and the reasons for it. Children often move off the register when their individual needs are met and no additional provision is required.

Children with SEND are identified by one of three assessment routes, all of which are part of the overall approach to monitoring the progress of all pupils:

- The progress of every child is monitored at termly progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDCo and/or Headteacher and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstance, they will seek to identify a cause.

This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

If our assessments show that a child may have a learning difficulty, the child will be identified on the School Pupil Tracker Online system, which will then alert the SENDCo that there is a concern. If the school decides, after a consultation with parents, that a pupil requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the actions and results.

The SENDCo may be able to undertake a range of standardised tests with children. These assessments can then be used to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify some special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have some form of disability. The school and/or SENDCo may also seek support from a range of local

services. External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting plan will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist teacher.

### **My child's progress is giving cause for concern; what happens next?**

If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. During these meetings you will be informed that your child's progress is giving the teacher 'cause for concern'. Results of assessments and reasons for concerns should be discussed and possible strategies to support the child should be identified. The teacher, in partnership with the parents/carers and child (where appropriate) will then apply the assess-plan-do-review cycle and agree this review date with parents/carers.

Following this review, a decision will be made about whether your child will be added to the SEND register and reasons must be explained. Parents/carers will be asked to give parental consent at this stage.

### **My child is on the SEND register, how will their progress be monitored?**

#### **The 'Assess-Plan-Do-Review' Cycle**

If your child is being added to the SEND register for learning needs, parents/carers will be invited to a meeting to agree targets and support for your child. These will then be included on the child centred plan which will then be discussed with the child along with their own views of school and learning.

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. School will endeavour to ensure that the meetings will take place at an agreed time to ensure parents and carers are able to attend.

Parents/carers will be invited to termly meetings to discuss progress against targets agreed as set out in their child centred plan. During these meetings:

- Evidence of progress against the targets and success criteria are provided.
- The effectiveness of interventions and teaching strategies in enabling the child to make progress against their targets will be reviewed using evidence of progress made.
- Following this review of assessments a new plan of action will be agreed, involving personalised target setting and success criteria to measure progress. This plan must also make clear the contribution to be made by the child, the parents/carers and the school.
- It is the responsibility of the class teacher to ensure that the child is given the opportunities to access resources and/or ensure the child receives the necessary support in school.

Where a child continues to make slow progress, despite receiving high quality, targeted support, it may be necessary to conduct further assessments to investigate the root causes of the learning difficulties, so that these barriers to learning may be removed.

### **My child is on the SEND register; does this mean that they will always be on the SEND register?**

No. The register will be audited, reviewed and up-dated on a termly basis by the SENDCo. Where barriers to learning have been identified, and effective strategies have brought about accelerated progress, it may be decided that the child no longer requires SEND and they will be removed from the SEND register. Please note that this decision will be based on evidence from a range of sources and formative and

summative assessment. It may be necessary to retain some form of SEN support to ensure that the child is able to continue and make good progress.

### **I feel that my child's SEND require specialist support; what will school do to support this?**

All decisions about whether to make special educational provision should involve the class teacher and SENDCo considering all of the information about the child's progress, alongside national data and expectations of progress. This will include high quality and accurate formative accurate assessment, using effective tools and early assessment materials.

However, there are occasions where a child's complex needs and/or higher levels of need make it appropriate to draw on more specialised assessments from external agencies and professionals, including:

- Local services (EG. CLAS, BLIS, Speech and Language)
- Medical professionals (EG. Physiotherapist, Consultant Paediatrician)
- Educational Psychologists.

Please note that this list is not exhaustive and school will endeavour to involve external agencies and professionals to meet the needs of individual children, as appropriate. Where necessary, parental consent will be requested. Reports and/or results of these assessments will be shared with parents/carers and teachers to inform the next assess-plan-do-review cycle. Teachers and SENDCo's will be pro-active in seeking advice where needed. Tameside's children's services teams are available for schools to access general advice about supporting our children. Again, if more specific, personal advice is required, parental permission will always be sought.

### **My child is not making progress at SEND support; what happens next? Education, Health and Care Plans. What is an Education, Health and Care Plan?**

School will often be able to meet the needs of children through SEND support. But sometimes a child or young person needs a more intensive level of specialist help that cannot be met from the resources available to schools to provide SEND support. In these circumstances, school may consider asking Tameside local authority for an Education, Health and Care (EHC) needs assessment for your child. This assessment could lead to your child getting an EHC plan. Some children and young people will have needs that clearly require an EHC needs assessment and plan; once the local authority is aware of them it should start this process without delay. An EHC plan brings your child's education, health and social care needs into a single, legal document.

### **Moving to an EHCP (Education, Health and Care Plan)**

If children fail to make progress, in spite of high quality, targeted support at SEND support, it may be appropriate to apply for the child to be assessed for an EHC Plan. Parents and carers should note that this process may take up to 70 days.

There are many reasons to apply for an EHC Plan, including:

- The child is 'Looked After' and therefore additionally vulnerable
- The child has a disability which is lifelong and means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. Full details of Tameside Council arrangements for referrals and arrangements for decisions on EHC Plan applications please see <http://www.tameside.gov.uk/localoffer/families/ehcp>

### **Statements / EHC plan review**

Statements / EHC plans must be reviewed annually. The SENDCO will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The SENDCO

The aim of the review will be to:

- Assess the pupil's progress in relation to their personal targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement / EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 5 reviews will indicate the provision required in Secondary school. The SENDCO will attend a meeting with secondary SENDCO colleagues to discuss the needs of children moving into Year 7 from year 6.

### **What support is available for children with SEN and their families?**

- Class teachers are available to discuss the progress of all children throughout the year.
- The SENDCO is available to discuss the progress of children with SEND and act as an advocate for children and families.
- Tameside Council provide a local authority Local Offer. Details can be found at <http://www.tameside.gov.uk/localoffer>
- The policy can be found via the school website.
- Class teachers and/or the SENDCO are able to make links with other agencies to support the child and their family.
- Access arrangements for examinations and other assessments (EG. larger text for visually impaired children or additional time for children with learning difficulties).
- Transition- we ensure that there are transition meetings from year group to year group and place particular emphasis on cross-Key Stage transition. We also support families and children during high school transition by sharing information and arranging additional visit days where necessary.
- Help children and families to manage medical conditions in line with the school's Supporting children with Medical Conditions Policy.
- Further information about SEND for families of children with SEND can also be found at [www.sendgateway.org.uk](http://www.sendgateway.org.uk)
- Where necessary, the school can lead a Common Assessment Framework (CAF) referral with the aim of providing support for children and families at Buckton Vale.
- School can also lead referrals to other services (EG. Speech and Language therapy) and/or provide data for other referrals, provided that parental consent is obtained.

### **Admission arrangements**

All children are admitted to Buckton Vale Primary School regardless of their level of need according to Tameside's admission policy. We believe that the admissions criteria should not discriminate against pupils with SEN and have due regard for the practice advocated in the Code of Practice, in that *'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements must be treated as fairly as all other applicant for admission'* (COP 1:33)

There is an annual intake of 45 pupils who are allocated in to our Early Years Foundation Stage classes. Staff from school visit the local nurseries to receive information about the children. Prior to starting school parents/carers of children with a statement of SEND or statements pending will be invited to discuss the provision that can be made to meet their identified needs. Contact with the LA is made to discuss any financial implications of support needed.

Many of the children who join our school have already attended an early education setting. In some cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build on their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

### **Additional facilities for SEND pupils**

Buckton Vale is a single site one level school. Ramps have been provided at the main entrance to school. There are disabled toilet facilities available. Lighting for visually impaired children is good. Classrooms are carpeted to provide good acoustic conditions for children with hearing impairments. Our personal, social and health programme helps children to be aware of and positively value the differences between people as well as the similarities, and to be sensitive to one another's needs.

### **Allocation of resources**

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The headteacher and the SENDCO meet annually to agree on how to use funds directly related to statements.

Resources for SEND are purchased as appropriate and are matched to needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Specialist advice is sought before purchasing specialist resources.

Additional support from Mrs Garrigan and Mrs Wragg is funded from the school budget.

### **Access to the curriculum**

All children are entitled to a broad and balanced curriculum, providing effective learning opportunities, which are differentiated to enable them to:

- understand the relevance and purpose of learning activities;



- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs and set suitable learning challenges. Lessons have clear objectives; work is differentiated and assessment is used to inform the next stage of learning.

Individual education Plans; which employ a small-steps approach, feature significantly in the provision that we make in school. By breaking down targets into finely graded steps and targets, we ensure that children experience success. All children at SEND support have a child centred plan.

At Buckton Vale we support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. We aim to remove potential barriers to learning and assessment. There are times however, when to maximise learning, we work with children in small groups, or in a one-to-one basis outside the classroom.

### **Inclusion**

All children should have access to an appropriate education that offers excellence and choice, incorporates the views of parents and children and enables them to achieve their personal best. At Buckton Vale we include all pupils as valued, respected and equal members of the learning community along with all other children of the same age, so together they have the opportunity to access a common range of experiences.

All pupils have opportunities to participate in a variety of extra curricular activities and educational visits.

Children are involved at an appropriate level in setting targets for the child centred plan and they also attend the review meeting. Children are encouraged to make judgements about their own performance against their targets. Success is recognised here as we do in other aspects of school life.

### **Evaluation of SEND provision for pupils**

The SENDCO provides information to the governing body about the provision of SEND and the policy will be reviewed annually by them. Governors report annually to parents about the SEND provision and its effectiveness.

The SENDCO monitors the movement of children within the SEN system in school.

The SENDCO is involved in action planning review meetings supporting teachers in drawing up child centred plans. The SENDCO and headteacher meet to review the work of the school in this area.

Individual targets for SEND are reviewed through targets at review meetings.

### **Complaints procedure**

Buckton Vale complies with the Tameside Education Authority complaints procedure, a copy of which is available at the school.

As Buckton Vale has an open door policy and works in partnership with parents/carers we would hope that any problems could be resolved quickly and effectively.

If any parent/carer has a concern or complaint regarding SEND provision for their child the first point of contact is the class teacher. If the issue cannot be resolved the matter is forwarded to the SENDCO. The SENDCO will meet with the parents/carers in order to listen to their concerns and find a resolution to any disagreement. If the concern is still unresolved then the headteacher/governors will become involved, and respond accordingly.

In the event of a failure to reach an amicable outcome the parents/carers will be directed to contact the independent Parent Partnership Coordinator.

At the beginning of a child's school life a home/school agreement is signed which sets out expectations for pupils, parents/carers and school.

### **SEND/Inclusion INSET**

The SENDCO regularly attends network meetings and the annual conference to update and revise developments in SEND. All members of staff have access to professional development opportunities. Information from courses is disseminated during staff meeting time.

### **External support for SEND**

Use is made of teachers and facilities from outside school to assist both staff and pupils. Parents are always informed where an outside agency has involvement with their child.

The SENDCO liaises with a number of agencies, for example:

- the educational psychologist visits the school regularly (accordingly to timetable), following discussion with the SENDCO as to the purpose of each visit
- social services
- speech and language therapy
- school nurse
- education welfare service
- visually impaired service
- hearing impaired service
- SEND support services

### **Parent partnership**

The school works closely with parents in the support of children with special educational needs. At Buckton Vale we encourage an active partnership through an ongoing dialogue with parents.

The school website contains details of our policy for special education needs, and the arrangements made for these children in school. The SEND Governor is available to speak with parents.

Parents/carers are always involved at all stages of the SEND planning process. They receive invitations to attend action planning and review meeting and copies of targets set.

Child centred plans often include targets to be worked towards at home. Ideas and materials for supporting learning at home are always available.

Parents' evenings provide regular opportunities to discuss concerns and progress.

### **Links with other schools/transfer arrangements**

Reception staff visit all nurseries where our new intake are coming from, to meet the staff and children prior to them starting school in September. SEND concerns will be brought to the attention of the SENDCO.

Class teachers of children joining from other schools will receive information from the previous school. If there is a SEND issue the SENDCO will be informed. Children moving from Buckton Vale to another school will have all the information and documentation forwarded.

Prior to transferring to secondary school at the end of KS2 the SENDCO from the new school is invited to attend the last review meeting to meet the pupil and parents and to receive all the relevant information and records.

### **Links with health and social services**

Health service concerns are initially brought to the attention of the parent. The school nurse is the next point of contact, and referrals are made as appropriate.

Contact with physiotherapy, occupational therapy is made as and when needed.

Social Services and Education Welfare Service are accessed through the Social Services help desk and the visiting welfare officer as appropriate.

There are other voluntary organisations supporting SEND, details of which are kept by the SENDCO.

Signed .....Date ..... (Chair of Governors)

Signed .....Date ..... (Headteacher)