



Burghclere Primary School Special Educational Needs and Disability (SEND) Policy

This policy is a whole school policy and is in line with the Special Education Needs and Disability (SEND) Code of practice 2015. All children no matter of learning needs and behaviour are valued members of the class and school. The school fosters a positive outlook to all children no matter their need as portrayed within the school values. Burghclere Primary School provides a broad and balanced curriculum for all children aiming work to their ability whilst working within the National Curriculum and Foundation Stage Curriculum Guidance. The SEND policy aims to state how children with special educational needs will be identified, assessed and given the same access to the National Curriculum in order to achieve their potential and to develop high self-esteem.

In providing provision for pupils with SEND our policy objective is to ensure that our duties, as set out in the Education Act 1996, SEND code of practice 2015, SENDA 2001 and the Equality Act 2010, are fully met to enable pupils with special educational needs to join in the normal activities (by making reasonable adjustments) of the school along with pupils who do not have special educational needs.

Aims and objectives

We endeavour to enable all our pupils to develop their full potential, where reasonably possible, in a structured and caring learning environment. We value all pupils in our school equally.

The aims and objectives of this policy are:

- To create an environment that meets the educational needs of each child.
- To identify as early as possible any child who is experiencing difficulties in the school environment and provide intervention.
- To define conditions and learning styles in which the child can succeed and to ensure that the school curriculum enables these needs to be met.
- To establish and maintain a whole school, joint problem-solving approach in which the parents, head teacher, class teacher, learning support team, other members of staff and ancillary helpers are all partners working together with the child.
- Adopt positive and consistent strategies to help children with behavioral difficulties and/or emotional problems.
- Inform parents of the needs and progress of their child and to work in partnership with them.
- To take into account the wishes of the child relevant to their age and comprehension.

To set out systems, procedures and practices which will:

- Act as a guide to all staff, teaching and non-teaching, parents and governors;
- Inform, involve, and seek input from parents/carers and the child with SEND, making provision more effective;
- Enable pupils with Special Educational Needs and/or Disability to be identified, assessed and regularly monitored;
- Enable staff to meet those needs with high quality support and resources;
- Enable the Special Educational Needs Coordinator (SENCO) to carry out the role as the person responsible for the day-to-day operations of the policy by implementing, monitoring, and revising the systems, procedures and practices.

Roles and responsibilities

In striving to achieve the aims and objectives the Governors, the Head Teacher, the SENCo and the staff will take all reasonable steps within the limit of the resources available to achieve the requirements outlined in this policy document. The Governors have statutory duties as stated in the Education Act 1996 sections 313, 317, and 317A and the SEND Code of Practice section 6 for children with SEND and to work with the head teacher and the staff. The Governors will monitor the school's SEND policy and ensure provision is an integral part of the school development plan. A SEND Governor will be appointed to liaise with the Head and the SENCo, will be knowledgeable about the school's SEND provision, including how funding, equipment and personnel are deployed. The governors, in consultation with the Head, will monitor the quality and effectiveness of SEN provision.

Arrangements for coordinating provision

The Headteacher, SENCo and Governors are jointly responsible for ensuring appropriate use of SEND funds in terms of staff deployment and other associated resources.

It is the responsibility of the Head teacher for the management for SEND. It is their responsibility to appoint a qualified teacher with the SENCo accreditation as SENCo who will manage and co-ordinate the provision within the school. The SENCo will liaise with the LA and external agencies in supporting and developing the SEND children within the school. The SENCo will monitor and develop the SEND provision, and support and train staff.

The school Governors will liaise with the Head Teacher and the SENCo to provide necessary provision and reasonable adjustments within the limitation of the school resources for any pupil who has special educational needs, to ensure pupils have a broad, balanced and inclusive education, that teachers are aware of the importance of identifying, and providing for special needs pupils, and that the requirements of the SEND Code of Practice 2015, the Education Act 1996, the Equality Act 2010 and SENDA 2001, are implemented.

Areas of SEND

The SEND code of practice identifies four areas of SEND

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health (which may manifest as a range of behaviours)
- Sensory and/or physical and/or medical

These areas are supported by Hampshire County Council who offer additional information to identify children with SEND. It is acknowledged that children do not always fit into a single area therefore every child's needs will be viewed individually.

Assess, Plan, Do and Review

The SEND code of practice states the graduated approach to identifying and supporting children with SEND. The class teacher will initially identify children with SEND through the following ways;

- Performance in core areas of learning against age-related expectations;
- Tracking rates of progress in core areas of learning over time;
- Effectiveness of short-term interventions in closing attainment gaps;
- Observation of and knowledge of an individual child in the context of a primary classroom.

The class teacher will complete a *Cause for Concern form* and present it to the SENCo. Discussion about the children and further observations and assessment will take place by the SENCO. Indications that a child needs to be placed on the SEND register are;

- Involvement from outside agencies is required/already in place;
- A learner is significantly behind age-related expectations and is failing to make adequate progress despite cycles of Targeted Support;
- Evidence is being prepared to apply for an EHCP;
- Classroom interventions have not reduced the gap between age appropriate expectations and actual attainment
- Concerns that there is a barrier to learning such as Dyslexia

The parents will be invited into school to discuss their child's need, the support they have already received and the planned support for the future. This will include seeking agreement that outside agencies can be sought for their child and assessment undertaken.

If the child is placed on the SEND register an Individual Education Plan (IEP) will be produced by the class teacher with support from SENCO. The class teacher will make

adjustments and adaptations to meet the child's needs within the classroom ensuring that this is evident through planning and teaching. Approaches to learning will support the child to develop their skills that they are having difficulty with. In addition to ordinarily available support within the classroom, children may receive additional or targeted support in one to one or small group interventions which are specific to their targets. The child will have the IEP discussed with them, and a child friendly one will be written with their targets on, so they can have their own input on their targets. This will be carried out at a level that is appropriate to the child's age and understanding. Parents will be invited into regular meetings to discuss IEP's, to talk about new targets, how well they have achieved on previous targets and whether their child will remain on the SEND register.

Children's IEPs are reviewed and monitored a minimum of three times in an academic year. If appropriate, IEPs can be reviewed more frequently depending on the need and progress of the child.

The SEND register is reviewed every term to see whether a child needs to remain or be removed from the register. A decision will be made by looking at the progress the child has made over the term.

Education Health Care Plans (EHCP)

If, after a period of time, despite the interventions and extra support received a child has made little or no progress or the needs of the child have changed so the child is not being supported fully within the resources and boundaries that the school has available, a discussion will take place with the parents to proceed with an EHCP request to the Local Authority (LA). This does not mean that the child is guaranteed an EHCP. Time will be needed to gather evidence to support the EHCP request forms. The LA will make a decision about whether they will carry out an assessment for an EHCP.

Where a child has an EHCP the school will carry out an annual review where parents/carers, the child (if appropriate), outside agencies, the SENCO and the class teacher, will be invited to attend. This is carried out yearly or it can be called earlier if there is a change of need for the child. This could be more or less support needs or a change of placement.

Individual Behaviour Plans

Where the area of need is identified as behavioural, the class teacher, in conjunction with the Head teacher, SENCO, child and parents, will write an Individual Behaviour Plan (IBP). This is reviewed as and when it is felt necessary. Referrals to outside agencies such as Primary Behaviour Support may be sought to support the child and school.

Dyslexia Screening

All children in Reception will be screened using Nesy. This is an assessing tool that identifies early signs of dyslexia. If a child shows that there is an indication of dyslexia, extra support will be put in place. This could be the SYDNEY intervention or the use of the Nesy Reading and Spelling programme.

Provision Mapping

The school has a provision map to show ordinarily available support, additional and targeted support available to children, the frequency of the support and who it will be delivered by. Class teachers are responsible for producing a termly provision map which reflects the needs of learners and provision in their classroom. The SENCO uses the provision map when tracking and monitoring SEND pupils' progress across the school.

SEND Information

As a statutory requirement, as stated in the SEND Code of Practice 2015, the SENCO, with agreement from the Head teacher, will produce the SEND information document which will be available on the school website. It will be updated and reviewed annually.

The role of the SENCO

In our school there is a teacher who is also the Special Educational Needs Coordinator whose responsibilities include, but are not limited to, the following.

Our SENCO:

- manages the day-to-day operation of the policy according to the Code of Practice;
- participates in Pupil Progress Meetings for the whole school when possible;
- participates in Pupil Intervention Meetings to provide insight for strategies and action when children are first identified.
- identifies children with special educational needs in collaboration with parents, staff and external professionals;
- advises and supports the Teaching staff, Inclusion officer and Teaching assistants for provision of children with special educational needs;
- oversees the records of all children with special educational needs;
- liaises with parents;
- liaises with external agencies and professionals as well as other SENCOs and County Networks;
- liaises with nursery and secondary schools to assist with transition and attend/hold TPA (Transitional Partnership Agreement) meeting;
- monitors and evaluates the special educational needs provision and reports to the Head Teacher and the Board of Governors on records, budget, and resources;

- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- organises and manages the development and implementation of IEPs and Annual Reviews;
- contributes to continuing professional development (CPD) and School Development Plan as an individual and for all staff.

The School Nurse, with parental consent, conducts regular health checks for all new entrants and is on call for advice. She keeps the medical record and meets termly with the Head teacher, SENCO and support teachers to review children on the SEND Register with medical problems. Training is provided for all staff as needed (eg SEND disorders, use of Epipens, etc).

School provision

Burghclere Primary School does not have a special unit. After identification and application, children requiring full or part-time specialist services would be determined and placed by the LA.

The school has facilities to support pupils with mobility difficulties. The building is wheelchair accessible and has one disabled toilet.

Complaints

Parents with a complaint about the support being given to their child should follow the school's complaint procedure towards correcting the situation.

ELSA -Emotional Literacy Support (Assistant)

Some children are given emotional support with an ELSA. This programme helps to help identify and manage social needs that may result from things like stress, death, bullying, or difficulties with schoolwork. (Please also refer to the PSHE Policy.)

Admission arrangements

The Governing Body is aware of the admission requirements in the Code of Practice 2015, the Special Educational Needs and Disability Act 2001, The Equality Act 2010 and will admit children in accordance with this, the County and their own Admission Policy.

The school will work within the Admission Policy. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEND. However *'Children or families who have a serious medical, physical or psychological condition which makes it essential that the child attends Burghclere Primary School rather than any*

other' will be taken into consideration. No pupil can be refused admission solely on the grounds that s/he has SEND except where the pupil is the subject of a "Statement" under section 324 (1) of the Education Act 1996 and the Local Authority has indicated (in section 3 of the Statement) that the provision required is incompatible with that available at our school.

If a pupil due for admission is known to have special educational needs the SENCO will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved.

Academic Year: **2024/2025**

Headteacher: **Mrs Beulah Letchford**

Special Educational Needs Coordinator: **Miss Sophie Burton**

Named Governor for Special Needs: **Mrs Amanda Thelwell**

Educational Psychologist: - provided by Hampshire as part of the HIEP SLA

Emotional Literacy Support Assistant: **Mrs Gemma Laidlaw and Mrs Kirsty Francis**

Date approved by Governors: **September 2024**

Review date: **September 2025**