



BIDSTON AVENUE PRIMARY SCHOOL

**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)
POLICY
September 2022**

Approved by the Governing Body of Bidston Avenue Primary School

Autumn 2022

Signed: _____

Clr George Davies (Chair of Governors)

Bidston Avenue Primary School – Achieving Together



Our Vision:

Every child will leave as a **reader** who **thinks** critically and has the **resilience** for the world's challenges.



Our Mission:

Bidston Avenue Primary School delivers a **world class curriculum**.

It is accessible, inspiring and ambitious, so that every child is equipped to make a positive contribution.



Evidence Tells Us:

Reading ability is the best predictor of future educational achievement and future success.

Tomorrow's jobs require **thinking** and problem solving abilities.

(OECD)

Children who are **resilient** flourish in all environments.

We value: *friendship / RESPECT / equality / determination / inspiration / courage / excellence*

Aims

At Bidston Avenue Primary School, we aim to provide each child with access to a broad and balanced curriculum. This includes the National Curriculum in line with the Special Educational Need and Disability Code of Practice 2014 (Updated 2015).

Purpose

Bidston Avenue Primary School provides an inclusive, broad and balanced curriculum for all children, including those with special educational needs and/or disabilities (SEND). This policy outlines how we, at Bidston Avenue, identify pupils with SEND needs and the educational provision we put in place to cater for those needs.

The National Curriculum is our starting point for planning to meet the needs of individuals and groups of children. When planning teachers set differentiated learning tasks to cater for the range of abilities within the class, including pupils with SEND. Children may have SEND either throughout, or at any time during their school career. It is vital that we work to achieve successful outcomes for our pupils with SEND.

Objectives

1. To identify and provide for pupils who have special educational needs as early as possible.
2. To monitor the progress of pupils to ensure they achieve the best they can.
3. To work with parents to gain a fuller understanding of the child.
4. To put in place a range of provision to ensure that SEND pupils have full access to the curriculum.
5. To work within the guidance provided in the SEND Code of Practice 2014(Updated 2015).
6. To work with outside agencies when the needs of a pupil cannot be met by the school's own resources.
7. To develop a school environment where pupils are fully involved in their own learning.
8. To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCo).
9. To provide support and advice for all staff working with special educational needs pupils.

Identifying children's additional needs

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in schools within the area of the Local Authority;
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

For children of 2 or over, educational provision which is additional to, or otherwise different from the educational provision made in general for children of their age in schools maintained by the LA, other than special schools.

There are four broad areas of need defined within the code of practice. They are:

1. **Communication and interaction**
2. **Cognition and learning**
3. **Social, emotional and mental health**
4. **Sensory and/or physical need**

At Bidston Avenue we identify the needs of an individual pupil and plan to cater for the whole child, not just the special educational needs which the child has.

There are many factors which impact on the progress and attainment of our pupils. Many of these are not SEND. These include; attendance and punctuality, health and welfare, EAL, being in receipt of Pupil Premium Funding, being a Looked After Child, being a child of a Serviceman/woman and having a disability.

Identifying behaviour as an area of need is no longer an acceptable way of describing SEND. Concerns relating to child's behaviour are an underlying response to a different need.

A Graduated Approach

The approach to SEN is a matter for the whole school. **All teachers are teachers of children with SEND and teaching such pupils is therefore the responsibility of everyone.**

Assessment is an ongoing process within every classroom. It considers the wide range of abilities, aptitudes and interests of all children. The majority of pupils' progress within the expected year group standards. The children whose attainment falls outside the expected range may have SEND.

Early identification is essential. The school uses a graduated response to children's special educational needs (as outlined in the Code of Practice). The class teacher collects evidence and makes an initial identification, informs the SENDCo and parents at the earliest opportunity to share their concerns and enlist their support.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with national expectations will be monitored by their class teacher.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision needed for the child.
- d) When needed, the SENDCo will be consulted for advice and she may wish to observe the pupil in class, speak to the class teacher, teaching assistant or child's parents.
- e) Through the above actions it can be determined which level of provision the child will need.
- f) Any pupil recently removed from the SEN register may also need to be monitored.
- g) Parents will be informed about their child's progress and are encouraged to share information and knowledge with the school.
- h) A child who is being monitored is not automatically placed on the school's SEND register.

SEND Support

Where it is determined that a pupil does have SEND, parents will be advised of this and the decision will be made to add the child's name to the SEND register. The aim of formally identifying a pupil with SEND is to help the school to ensure that effective provision is put in place to remove barriers to learning. The support provided consists of a four-part process:

1. **Identify the need (Assess)**
2. **Plan**
3. **Do**
4. **Review**

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

Identify the need (assess)

To do this we consider the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data. We also take into account parent views, the child's opinion and, where relevant, advice from external specialist services. We use Pupil Progress meetings to regularly update and review assessments and decide the next steps to ensure that all children make good progress and secure their outcome.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development that is expected and a clear date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Plans are usually reviewed on a termly basis.

Do

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/specialist teachers to plan and assess the impact of the support to ensure that the outcomes are met and interventions and to make links with classroom teaching. Advice from the SENDCO is available at any time.

Review

Reviews of a child's progress will usually be made on a termly basis. The review process will evaluate the impact and quality of the support, the interventions, and it will evaluate the child's progress towards their outcomes. It will also take account of the views of the pupil and, where appropriate, their parents. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments.

Where necessary, the four-stage process will be repeated in order to meet the needs of the child and to support them in achieving their outcomes.

Specialist advice and provision may also be used to support SEND pupils. Bidston Avenue Primary School has purchased support and receives regular advice from a teacher from SENAAT. This current level of support is

reviewed each financial year. In addition, our school funds Orrets Meadow Outreach Services who provide specialist intervention for pupils with specific learning difficulties. There is currently one Teaching Assistant delivering the intervention.

Our Speech and Language Therapist (Talk About Town) assesses and provides individual programmes for children who need speech and language skill development. She visits the school each week to work with pupils and their parents. She also supports school staff who work with children with speech and language difficulties including stammers.

We have an allocated Educational Psychologist who provides consultations for staff and parents, and assessments for pupils. She produces reports which are particularly important when statutory assessment requests are made to the Local Authority.

Managing the needs of children with SEND

Class teachers review the Individual SEND Learning Plans for each pupil; which is usually done on a termly basis. They ensure that the children and their parents are involved in the process. In addition, parents are provided with copies of the paperwork.

The SENDCo is available to: advise, support, review plans, meet with the class teacher and/or parents. She also manages the provision map to allocate appropriate interventions. Master copies of the SEND class files are kept in a locked cupboard to ensure they are secure and confidentially stored. The SENDCo also keeps an SEND register for the whole school, liaises closely with the Head Teacher and manages the support from specialist agencies. When appropriate the SENDCo will oversee the completion of an Additional Support Plan (ASP). This documentation will then be used if a statutory assessment is later requested.

REQUESTING AN EDUCATION, HEALTH AND CARE PLAN (EHCP):

This will be done when the school's resources and advice from external professionals has a limited, or no, impact on the outcomes for an individual SEN pupil. The school may make the request. Parents also have the right to request an Education, Health and Care assessment if they feel that their child's special educational needs cannot be met over time, even if the school continues to take relevant and purposeful action as outlined above in the graduated approach.

Where a request for an Education, Health and Care assessment is made to the Wirral Local Authority, it needs to be supported by information about the child's attainment, rate of progress and evidence of the action already taken by school in support of the child's specific special educational needs.

Supporting Pupils and Families

The school website contains SEN information, including the Policy and the SEN Information Report. On the school website there is also a link to the Local Authority Offer.

The school SENDCO is available to work with pupils and their families and can be contacted through the school office.

During test times, access arrangements are used to ensure pupils with SEN are able to take part in the tests. Applications for extra time are made in advance of the tests; readers and prompter are also available for pupils who need them.

Every year, teachers meet to discuss transition to the new classes. During this process, information is passed on about pupils with SEN.

There is a transition meeting held each summer term for primary SENDCOs to meet with the secondary SENDCOs to discuss the needs of all transitioning pupils. If required, additional secondary visits are arranged for the pupils.

Pupils starting school, new to F2, have induction sessions during the term before they begin school. They are then phased into school during the first few weeks in September. Pupils already known to have SEN receive additional support, to ensure their transition into school is as smooth as possible.

Supporting Pupils with Medical Conditions

The 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.

Pupils requiring medication during the school day have medical "Health Care Plans" in place. They are documents discussed and agreed with the parent and pupil and outline the medical condition and the procedure in place to ensure medication is administered appropriately. All medication relating to health care plans is stored securely in the main school office or locked medicine cabinet in the classrooms and is signed for by a member of staff and the child when it is administered.

Monitoring and Evaluating

Our success criteria are as follow:

- Pupils with SEN are identified as early as possible and provision made for them.
- All staff follow this policy and its procedures.
- All pupils will be given equality of opportunity to participate fully in all school activities.
- Children will have access to a broad and balanced curriculum which is differentiated appropriately to meet their needs.
- There will be effective partnership between parents, school and outside agencies. The views of children will be valued and considered.

Training and Resourcing

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.

The school's SENDCO regularly attends the Wirral SENDCO cluster meetings in order to keep up to date with SEN both locally and nationally.

The school is a member of NASEN (National Association for Special Educational Needs).

ROLES AND RESPONSIBILITIES

The SEND Governor is **Mrs J. Monty**.

The SENDCO for the school is **Mrs L. Thompson** and she can be contacted through the school office. The Teaching Assistants' line manager is **Mrs K. Hackett**.

Mrs K. Hackett is the Designated Teacher with specific Safeguarding responsibility. In her absence it is **Mr S. Brady**, **Ms N. O'Toole** or **Miss L. Brookes**.

Mr S. Brady and **Mrs L. Thompson** are responsible for managing funding for SEND.

Mrs L. Thompson is responsible for managing the school responsibility for meeting the medical needs of pupils.

Storing and Managing Information

Information relating to pupils placed on the SEND register is stored on the school data system. Paper copies of SEN documentation are kept, by the SENDCO, in a locked cupboard. Files are transferred over at the end of Year 6 and are handed to the receiving secondary SENDCO. They are signed for and a record of receipt kept at Bidston Avenue Primary School.

Dealing with Complaints

If a parent has a complaint about SEND provision for their child, they should follow the school complaint procedure, which in summary, is to:

1. Talk to the child's class teacher.
2. Speak to the SENDCO.
3. Make an appointment to speak to the Head Teacher.
4. If the matter is still not resolved, write to the Chair of Governors.

Agreed by:

Agreed by the Governing Body:

Review Date: