



Innovate, Educate, Collaborate

SEND POLICY

Prestolee Primary School

Signed: L McLaughlin

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Special Educational Needs and Disability Policy

Prestolee Primary School values the abilities and achievements of all its pupils, and is committed to providing equal opportunities in a caring, supportive environment where children strive to be the best they can be. This policy builds on our School Inclusion Policy, which recognises the entitlement to a broad and balanced curriculum, which is inclusive of all pupils.

Aims:

In providing for children with Special Educational Needs/Disability we aim to:-

- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender, religion or background and to give everyone access to the whole curriculum.
- Identify children, as early as possible, in order to support their development and progress linked to the four broad areas of need, stated in the SEND Code of Practice.
- Make sure that there is a consistent, whole-school approach to the identification and provision as part of a graduated response, for pupils with SEND throughout the school.
- Involve parents, pupils and outside agencies in a partnership of support, when and where appropriate.
- Monitor and evaluate progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Successfully adapt, design and develop the curriculum to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- Provide a differentiated curriculum, through the use of 'support and challenge', appropriate to the individuals' needs and abilities.
- Comply with the Code of Practice.

Legislation and Guidance:

The SEND Policy and SEND Information Report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND co-ordinators (SENDcos) and the SEN Information Report

This policy also complies with our funding agreement and articles of association.

Definition of Special Educational Needs and/or Disability (SEND)

Special Educational Needs and Disability (SEND) is a term that describes a specific need of a child, who has a difficulty or disability that makes learning harder for them than for other children their

age. SEND covers a wide range of difficulty or disability. This can impact a child in a variety of ways:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the local authority.

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- For a child under two, educational provision of any kind

Roles and responsibilities

The SENDco

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They will:

- Work with the Head Teacher and SEND Governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- Work with the Head teacher and SENDco to determine the strategic development of the SEND policy and provision in the school

The Head Teacher

The Head Teacher will:

- Work with the SENDco and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Provide quality first teaching for all pupils, implementing a graduated response for pupils who required additional support
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDco to review each pupil's progress and development and decide on any changes to provision
- Liaise with parents about their child's progress towards individual targets and advise on how they can continue to support at home
- Being involved in the development of the SEND policy and ensuring they follow this

Inclusion Statement

Through appropriate curricular provision, we respect the fact that children:

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

Curriculum Intent

Education provides the foundation for our pupils' futures and at Prestolee, it is our ambition to provide a First Class Education and improve the life chances of all of our pupils, to ensure they are ready and prepared for a future of possibilities. The curriculum is the vehicle through which we lay those foundations and this is echoed in our vision statement:

'Every Child a Reader, Every Child a Writer, Every Child Numerate, Every child a chance to shine within a world of future possibilities.'

It is our ambition to provide a strong foundation in reading, writing, maths and communication, and to provide a language rich environment for all children. We provide a wide range of cultural experiences to stretch their imagination and build excellent knowledge and understanding of the world. We use our local community to learn from and contribute to. We provide a curriculum that celebrates the diversity of other cultures and places high social value on learning.

Implementing an Inclusive Curriculum, Culture and Practice

- High expectations for all pupils
- All stakeholders have a shared belief for inclusion
- All children and staff are valued equally irrespective of their age, ability, disability, race, gender, religion or background
- Early identification and removal of barriers to learning provides an inclusive education for all
- Evidence of a graduated response to support following an assess, plan, do, review cycle
- All children have access to an ambitious curriculum which meets the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

At Prestolee Primary School we have adopted a whole- school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to an ambitious curriculum and are integrated into all aspects of the school.

Admission Arrangements

At Prestolee, the admissions criteria does not discriminate against pupils with SEND and has 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.'

Prestolee Primary School is a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy.

Facilities

The school has access to the building via the front entrance. There is feasible wheelchair access to the whole school with the exception of two classrooms hence we can fully accommodate disabled access. There are two disabled toilets on the ground floor with wheelchair access.

Allocation of Resources

Whenever possible the school will aim to support SEND children through the use of additional adults e.g. advisory teachers and Educational Psychologist (EP), Learning Support Assistants, Classroom Assistants, parent helpers and through regular access to ICT.

The school has elected to use its delegated budget to buy back support from Bolton Council Behaviour Support, as well as bespoke intervention programmes delivered by Ladywood Outreach.

Speech and Language Therapy, Ladywood Outreach Team and Behaviour Support work closely with our school to provide support and guidance for children on their caseload. We also work closely with additional outside agencies, depending on the resources and support needed for pupils' in school.

We will provide a wide range of SEND resources as appropriate, including ICT equipment and software. These will be updated and improved through annual audits, which will lead to the purchase of materials for particular areas of study as required.

Identification and Assessment of Special Educational Needs

The Code of Practice states a **Graduated Approach** to the identification and assessment of SEND. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

The SEND Code of Practice makes it clear that ‘all teachers are teachers of pupils with special educational needs.’

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEND provision.

The triggers for SEND Support:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child’s own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place previously have had little or no impact on learning or progress

The Graduated Approach

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, the ‘assess, plan, do, review cycle’ becomes personalised for each individual child.



The school will initially contact the parents/carers. Quality first teaching will continue within the classroom, encompassing differentiation through a ‘support’ and ‘challenge’ approach. The school will work towards removing the identified barriers to learning and evidence a graduated approach with four stages of action. These are identified below.

Assess	Identification of children with additional needs through consultation of the class teacher and school staff on a half termly basis. SENCO to advise and support during this process. Parent views and external advice also form part of the assessment process.
Plan	From identification and assessment, create provision maps and an Individual Support Plan stating: • Identified area(s) of need • End of Key Stage Outcomes • Desired outcomes (SMART targets) • Provision • Who will be delivering the intervention/support, how often and what the adult:child ratio will be • Continuing support at home • Specialist involvement – contact external agencies for further specialist support, through the Early Help Process.
Do	Completion of the actions and outcomes stated in each child's personal Individual Support Plan (ISP). Class teacher to monitor this provision regularly, adapting where necessary to ensure all needs are met.
Review	Review the desired outcomes and evidence the impact on each child's ISP. Share with parents and capture child and parent views termly. Create new outcomes or continue to develop previously stated outcomes with a range of different provision. Return to the assessment phase and repeat the cycle.

Progression to an Education, Health and Care Plan (EHC)

If after advice from the Educational Psychologist or other professionals, the school and Parents/Carers consider that help is needed from outside the school's resources the SENDCO completes the form requesting Higher Needs Funding by the Local Authority.

Papers are forwarded to the Case Officer for the school, who with the Panel will decide whether to proceed with EHC application.

Should the Panel decide against statutory assessment it is then up to the school to look again at provision for the child and to formulate new strategies and ISPs.

If the Panel agrees to proceed with Statutory Assessment the SENDCO prepares further documentation about the child, which is sent to the Special Needs Section where, in consideration with similar documents from other involved professionals, an Educational, Health and Care Plan is completed.

The class teacher, in conjunction with the SENDCO is then responsible for drawing up an ISP to meet the objectives set out in the EHCP.

The Education, Health and Care Plan must be formally reviewed at least annually. The Annual Review is chaired by the SENDCO.

Partnership with Parents

Prestolee Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of

supporting them. The school will make available, to all parents of pupils with SEND, details of the parent partnership service available through the LA and their Local Offer.

The voice of the child

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their school years. At Prestolee, we encourage pupils to participate in their learning by reflection, journals, discussing targets, discussing their work and learning which has occurred.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Parents/Carers of children who have a special educational need are asked to complete a survey which gathers information on the best way to support each family with remote education. This data is collated and communicated to each class teacher.
- The needs of every child are taken into consideration to ensure individual learning needs are still being met within the home environment. For example personalised paper packs may be posted home weekly, laptops may be provided or personalised online learning is set via Google Classrooms.
- Phone calls home from the SENDco, class teachers or teaching assistants are made on a regular basis to families who have children with special educational needs. Advice and strategies are provided to parents/carers to help engage their children with remote learning.
- During the phone calls, a strong emphasis is placed on gathering information about the well-being of the child and family. Additional advice and strategies are given to support each family.
- A SEND Newsletter is available on the school website which details strategies to use at home to support children with routines and adapting to learning within a different environment.
- Where children have Individual Support Plans (ISPs), resources and activities are sent home to pupils so that progress towards individual targets can continue.
- For younger pupils, a focus on early reading and phonics remains a priority. Parents/carers are provided with video links for daily RWI phonics teaching for children to watch. Strategies such as 'now and next boards' and short burst interval learning are shared with parents who have young children with special educational needs. Class teachers encourage these parents/carers to focus on basic development skills such as using a knife and fork independently, developing self-care skills and independence and fine and gross motor skills.
- Any professionals working with the children will continue to contact them and their parents/carers at home, offering advice and strategies in their field.

