

## SEND Policy

Policy updated by Mrs S Fox on 26.10.18

Review date: September 2020

SEND Lead: Mrs S Fox

### Our Ethos/ Vision

At Lower Fields Primary Academy, we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and wellbeing of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

### Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

**SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

### Aims and Objectives

#### Aims

At Lower Fields Primary Academy all pupils, regardless of their needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

#### Objectives

To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre. To develop effective whole school provision management of support for pupils with special educational needs and disabilities. To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, 2014.

## Identification of Needs

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil. When planning, teachers set suitable learning challenges and respond to learner's diverse learning needs.

### The SEND Code of Practice refers to four broad areas of need:

- **Cognition and Learning (CL)** - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from **moderate learning difficulties (MLD)** to **specific learning difficulties (SpLD)**, where pupils have difficulties which affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.
- **Communication and Interaction (CI)** - these children have a range of difficulties in communicating with others **Speech, Language and Communication Needs (SLCN)** some of which may resolve as the child develops. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with **Autistic Spectrum Disorders (ASD)**, including Asperger Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- **Social, Emotional and Mental Health (SEMH)** - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- **Sensory and/or Physical Needs (SP)** - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with **vision impairment (VI)**, **hearing impairment (HI)** or a **multi-sensory impairment (MSI)** will require specialist support and/or equipment to access their learning.

At Lower Fields Primary Academy, we aim to make provision, where necessary, to support individuals or groups of learners working in partnership with others when required. This enables all learners to participate effectively in the full curriculum of the school. Learners may have a Special Educational Need or disability either throughout, or at any time, during their school career. This

policy ensures that curriculum planning, including the wider curriculum (the whole experience a learner encounters including homework, lunchtimes, after school activities, external visitors etc.) and assessment for learners with SEND takes account of the type and extent of the difficulty experienced by the learner.

Children may have special educational needs that require additional support when progress has slowed or stopped. We implement a graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEND. This is based on an Assess-Plan-Do-Review range structure this can be accessed at:- <https://bso.bradford.gov.uk/content/sengui>

If a child has an Education, Health and Care Plan, then we provide the support detailed in the plan.

In our school we aim to offer excellence and choice to all our learners, whatever their ability or needs. This is achieved by providing the necessary steps towards learning and participating. We want every learner to feel a valued part of the school community. Through appropriate curricular provision, we respect the fact that learners:

- 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.

Lower Fields Primary Academy is an inclusive school which provides a broad and balanced curriculum to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, (Regardless of gender, ethnicity, religion, sexual identity, physical ability or educational need). The school has regard to the Equality Act 2010 in relation to learners with disabilities.

### **Key Roles and Responsibilities**

**SENDCo:** The SENDCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENDCo, Mrs S Fox, is a member of the leadership team, an assistant DSL and an Assistant Headteacher.

**Assistant SENDCo:** The Assistant SENDCo, Miss R Packwood, works under the direction of the SENDCo and is currently studying for the government SENDCo award and has a degree in Special Educational Needs.

**The SEND Governor:** The SEND governor is Paul Bland he has responsibility for monitoring policy implementation and liaising between the SENDCo and the Governing Body.

**DSL:** The Inclusion Leader, Miss R Ryley, is member of the leadership team has specific responsibility for safeguarding (DSL) and is designated teacher for Looked After Children (LAC).

### **Implementation of the Policy:**

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice 2014.

This will be achieved by these (specific) outcomes:

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#### **Registered Office / Head Office**

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- Making SEND provision an integral part of each School Improvement Plan.
- Enabling identified pupils with SEND to reach their full potential.
- Enabling successful transition of SEND pupils from their previous educational establishment and beyond their life in the school.
- Removing barriers to achievement and offering alternative / personalised curriculum at all key stages to meet the needs of the individual.
- Arranging specialised provision to meet the needs of groups with low-level achievement.
- Enabling all SEND pupils to join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practical.
- The quality of teaching students with SEND and progress made by students is a core part of the school's performance management arrangements.
- Professional development of teaching and support staff in SEND is key to the quality of Teaching and Learning of students with SEND.
- Regular monitoring of the progress and development of all pupils throughout each school.
- Providing high quality teaching that is differentiated and personalised to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEND.
- Ensuring that all governors, particularly the SEND Governor, are up-to-date and knowledgeable about the Schools' SEND provision.
- Involving the full Governing Body in the future development and monitoring of this policy.

### **Monitoring and evaluation of SEND**

The SLT regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- analysis of pupil tracking data and pupil progress meetings
- progress against national data and based on age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

*Decisions are made at least termly as to whether specific interventions are proving to be effective and when necessary make changes to our provision.*

### **Staffing and Professional Development**

The Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training. This policy will be reviewed in accordance with the academy review cycle.

### **Academy Advisory Board (AAB)**

It is the statutory duty of the governors to ensure that the academy follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

## Complaints

The academy works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the academy's complaints policy and procedure.

## Equal Opportunities

The academy is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of academy. We promote self and mutual respect and a caring and non-judgmental attitude throughout the academy. Teachers will consider the inclusiveness of all visits and activities before going ahead with planning. Teachers will meet with parents where necessary to discuss potential barriers and how they may be overcome. The health and safety of the child and others will take priority in the decision-making process for the outcome of the trip/event.

## Appendix 1: Key Documentation The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Bradford Metropolitan District Council's Children's Services for SEND - Local Offer

<https://localoffer.bradford.gov.uk/Content.aspx?mid=26>

Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>