



*Badbury Park Primary*



Be Adventurous



Be Ambitious



Be Curious



Be Kind



SEND Policy  
September 2022

## Special Educational Needs and Disability (SEND) Policy

**SENDCO:** Mrs Eleanor Christmas  
**SEN Governor:** Ryan Low  
**Updated:** September 2022

This policy has been updated by the SENCO in line with the **SEND Code of Practice (0-25 years) 2016**, with regard to the **Equality Act 2010**, **Safeguarding Policy** and **Accessibility Plan**, and in liaison with the Senior Leadership Team.

### Introduction

At Badbury Park Primary School, all pupils are equally valued. We aim to provide an exciting and inspiring, balanced curriculum for all children, whatever their ability or need. Every teacher is a teacher of every child, including those with a special educational need or disability. The class teachers are responsible and accountable for the progress and development of the pupils in their class. (Code of Practice 6.36)

### **Definition of Special Educational Needs and Disability:**

The **SEND Code of Practice (0-25) 2014** states that:

“A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision **different from or additional to** that normally available to pupils of the same age.”

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Many children and young people who have SEND 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

The aims of this policy are to raise the aspirations of and expectations for all pupils with special educational needs and/or disabilities, by focusing on outcomes for children, not just hours of provision and support.

To achieve this, we need to:

- develop a ‘whole school, whole pupil’ approach to the management and provision of support for special educational needs/disabilities.
- ensure we are creating an environment that meets the special educational needs and disabilities of each child.
- ensure that the special educational needs of children are identified, assessed, and provided for.
- identify the roles and responsibilities of staff in providing for children's special educational needs.

- enable all children to have full access to all elements of the school curriculum and school life.
- enable parents to play their part in supporting their child's education.
- enable our children to have a voice in this process.

## **Inclusion**

We work hard to be an inclusive school and want to promote a sense of community and belonging through and we want to promote a in our SEND provision broad and balanced curriculum; high expectations; systems for early identification and removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

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.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, support for individual pupils, is the first step in responding to pupils who have or may have special educational needs and disabilities. Additional interventions and support may also be put in place to support pupils.

## **The Graduated Approach to SEN Support**

Once a child is identified as having SEND we will take action to put SEND provision in place by way of SEN support. This takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. (Code of Practise 6.44)



## **Identifying Special Educational Needs and Disabilities**

Many of the children who join us have already been in early education. In some cases, children join us with their needs already assessed. We also ensure smooth

transition when children join our school with home visits, phoning schools and nurseries to ascertain any additional needs. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all.

The Early Learning Goals and National Curriculum are our starting point for a continuous cycle of assessment and planning that also takes account of the wide range of abilities, aptitudes, and interests of the children. Most children will learn and progress within these arrangements, but those children whose progress and attainment falls and significantly outside the expected range may be identified as having a special educational need. These concerns may be raised within pupil progress meetings.

All pupils' progress is regularly monitored by the teacher and senior leadership team throughout the year in pupil progress meetings. Where progress continues to be less than expected for a pupil, the teacher will work with the SENDCO to assess if the pupil has special educational needs. Where a pupil is identified as having SEND, action will be taken to remove barriers to their learning and put effective SEND provision in place. The support will take the form of a four-part cycle (assess, plan, do, review) through which early decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and of what best enables the pupil to make good progress and secure a good outcome, in line with a graduated approach to meeting their needs.

Identification of SEND needs can also be identified as showing persistent signs of social, emotional, mental health and behavioural difficulties that are not able to be successfully addressed through the school's Behaviour Policy or information received from outside agencies such as the community paediatrician.

Early identification is vital. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for children. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation, keeping them informed at regular opportunities of developments and drawing upon them for additional information. At this stage, we may initiate the Early Help process with an assessment Record, with the aim of bringing together family and professionals to identify a child's needs and work out a plan of support.

This information is shared with parents/carers during regular meetings. We value the crucial information that parents/carers hold about their child and if a child is on Early Help we will hold 'Early Help Reviews' where parental voice is prioritised. We are fully committed to working in partnership with parents and careers, we realise that this approach can lead to higher aspirations and attainment for a child.

Identification of SEND is also supported with the use of the Swindon Core Standards Universal Offer and Needs Checker Summary sheet and Identification Summary sheet completed by SENDco and class teacher. These helps with identifying areas of need and follows a cycle of assessing the child, planning what to do, doing what is needed and then reviewing the process.

### **Assess**

Using the Swindon Core Standards Identification Checkers to support our assessment of a child with SEND, we will seek to identify which of the four areas of need a child has. This helps us to support and develop strategies to best meet the needs of the child. The four areas of need :

- Communication and interaction - speech and language difficulties, social communication and interaction difficulties, Autistic Spectrum Condition
- Cognition and learning - including moderate Learning Difficulties (MLD), Specific Learning Difficulties (SPLD), Severe Learning Difficulties (SLD)
- Social, Emotional and Mental Health needs (SEMH) – attachment difficulties, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), anxiety and social and emotional developmental delay.
- Sensory and/or physical needs – hearing loss, visual impairments, hearing impairments, sensory processing difficulties and physical difficulties.

In accordance with the Swindon Core Standards, once identified and assessed a child will be placed on the SEND register as SEN support.

### Stages of SEN Support

Universal Provision	SEN Support SS	SEN Support with Early Help EH	EHCP Educational Health Care Plan
Universal Provision Teacher led in line with the Teacher and Learning Policy	Identified as needing additional to and different from support Placed on the SEN register.  White ISP completed with identification of additional needs	Additional agencies involved to support needs of the child and to bring families and professionals together  Blue ISP completed	High Needs Support  EHC plan With a range of additional agencies involved.  Green ISP completed
Early Help ISPs have a blue frontage, EHCP ISPs have a green frontage to help teachers distinguish level of support required.			

### Plan and Do : Individual Support Plans

Once a child is placed on Special Educational Needs and/or Disability register, this is called **SEN Support**. Parents will be informed.

Each child on the SEND register will have an **Individual Support Plan (ISP)** where the strategies and interventions used to support the child are recorded as well as setting small step targets. Parents and carers are part of this process, and we work in partnership to support the child.

**Quality first teaching (QFT)** is the first step in responding to pupils have been identified as having special educational needs and/ or disabilities. There are regular staff meetings and training on offer for staff to support the provision of SEND to our children. We seek regular advice from Lighthouse, Blue Kite Inclusion Team as well as referring to reports and advice from external agencies.

Alongside **QFT**, SEN Support in our school may look like, targeted intervention groups with teacher or teaching assistant, 1:1 support in or outside the classroom on a focused target, scaffolded support in class within the lesson word banks, maths apparatus, visual prompts, personalised visual timetables, tailored provision with tasks and movement breaks, specialised support outside of class provided by speech therapy or Inclusion worker.

ISP may also include behavioural plans and approaches recommended by our Inclusion worker and/or Lighthouse team. Visual signs on Lanyards may be used to encourage

emotional regulation as part of a planned approach to support children.

If a child also has Early Help and review meetings are being held the SEN Support ISP will run alongside the EHR targets and the class/school based target will be recorded on the EHR but the planned provision will be on the ISP where the class teacher can access it and work on the targets.

### **Review**

Teachers will regularly review the progress all children are making in the class and adjust the teaching accordingly. SENDco is on hand to offer support, strategies and advice how best to support a child in class. Resources from Swindon Core Standards can be accessed and planned into provision.

In addition to this the Individual Support plans will be reviewed with parents three times year and for children with EHCPs an annual review is also held. If additional support is required or there is a need to bring the needs of the child and the family together an Early Help Record will be opened and child will move from SEN Support to SEN Support with Early Help.

### **Outside Agencies**

If the pupil has more specific needs, the SENDco may refer the child for assessment by another professional. This could be one or more of the following:

- Educational Psychologist
- Speech & Language Team SALT
- SEMH (Social, Emotional and Mental Health) Support
- Occupational therapist OT
- Physiotherapy
- Swindon Autism Support Service
- Targeted Mental Health Service (TaMHS)
- Specific learning difficulties support
- Hearing or visual impairment support
- School nurse
- Play Therapist via The Lighthouse Team
- Outreach support from a specialist setting
- Hearing impairment Team
- Visual Impairment Team
- Early Help Hub
- Social Care

Parents/carers will be kept up to date with any referrals and any notes of visits will be shared. Actions will then be put in place as suggested and reviewed regularly.

### **EHCP: Educational Health Care Plan**

Most children with special educational needs and/or disabilities SEND will have their needs met within the school. However during the review process the decision may be made that the needs of the child are not being met within the current provision and a request needs to be made to the Local Authority requesting a Statutory Educational Health Care Assessment to determine whether the child requires an EHC plan.

The purpose of an EHCP is to make sure the special educational provision meets the special educational needs of the child and, and as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child;
- provide a full description of the child's special educational needs and any health and social care needs;

- establish outcomes across education, health and social care based on the child's needs and aspirations;
- specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes.

### **Access to the Curriculum**

All children in our school have an entitlement to a broad and balanced curriculum, which may be scaffolded to ensure understanding the relevance and purpose of learning activities.

Teachers use a range of strategies to meet the needs of children with SEND and these are outlined in their ISPs. Lessons have clear learning objectives; we scaffold work appropriately and we use assessment to inform the next stage of learning.

Our school is fully accessible to all and adaptations are made with class and across the whole school in accordance with the child's need. Where outdoor learning is taken place support is planned and put in place to ensure there is a safe approach to learning outside accessible to all learners.

### **Partnership with Parents/Carers**

The school prospectus and website contain details of our SEND policy and the arrangements made for these children in our school. A named governor takes a particular interest in special needs.

At all stages of the graduated response, the school keeps parents/carers fully informed and involved. We take account of the wishes and knowledge of parents at all stages and encourage parents to make an active contribution to their child's education. We recognise that parents hold valuable information about their child. We encourage parents to make an active contribution to their child's education and will have a meeting when identifying whether a child may need special educational provision.

These conversations are either structured conversations around the ISP or Early Help meetings TAC/F (Team around the Family) which will also review the ISP.

Regular involvement with parent and carers is good practise so that;

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We incorporate the views of parents and the child.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear about the child's next steps.

### **Pupil participation**

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their Individual Support Plans and target sheets. They are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

### **Supporting Transition for children with SEND**

We will share information with the school or other setting the pupil is moving to. The school offers good transition plans for all children joining our school whether from home to nursery,

nursery to reception, KS1 to KS2 and KS2 to a variety of local secondary schools. We have also developed an enhanced transition programme for children who need additional support.

All pupils joining the school in nursery or reception will have the opportunity for a home visit or meeting at school.

When children in year 6 with SEND will be invited to enhanced transition session in their new secondary school and we will ensure an additional handover to the SENDco in all our Secondary Schools.

Additional transition plans will be made accessible for children who require extra support.

### **Monitoring**

The SENDCo monitors the development of children within the SEND system in school and liaises with Senior Leadership Team and the Inclusion Team about the practice happening within school.

The SENDCo supports teachers in provision and support for children with SEND and regularly reviews the ISPs. The SENDCo and the headteacher hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs also meet.

This policy will be presented to Staff and Governors for discussion and approval in September 2022 and will be formally reviewed in September 2023 and on a regular basis in accordance with the School Development Plan

### **Role of the SENDco**

The key responsibilities for the SENCO include

- Overseeing the day-day operation of the school's SEN policy
- Co-ordinating provision for children with SEND
- Develop and support inclusive practise in SEND provision
- Liaise and support with staff involved with the provision of SEND, including Inclusion Worker, SEN TAs and class teachers to ascertain feedback regarding children with SEND
- Advise on the graduated approach to providing SEND support
- Advise on the use of resources to meet the needs of pupils needs effectively
- Liaise with parents of pupils with SEND
- Liaise with early year providers, other schools, educational psychologists, health and social care professionals and independent and voluntary bodies.
- Be a key point of contact with external agencies
- Attend Early Help Review meeting often as Lead Professional
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and governors and keep them informed on SEND provision
- Ensure that records of all pupils with SEND are kept up to date
- Attend SLT meetings and champion the needs of child with SEND
- Analyse and report of progress data on children with SEND from Target Tracker
- Deliver Governor reports on SEND
- Monitor progress of pupils on the SEND register
- Monitor effectiveness of interventions
- Designated person responsible for managing Pupil Premium grant and Looked After Children.
- Deputy Designated Safeguarding Lead

**Signed:**

**Date: September 2022**

This Policy is written in line with  
Equality Inclusion and Diversity Policy  
Accessibility Policy  
EAL policy  
PPG policy  
LAC policy  
Behaviour Policy  
Teaching and Learning Policy