



Battle Primary Academy

"Empowering Opportunity"

Name of Policy	SEND Policy
Scope of Policy	This policy applies to all pupils, members of staff, parents and visitors at Phoenix Infant Academy
Approved by	Quality of Education Committee
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1. Aims

Our SEN policy and information report aims to:

- remove barriers to achievement and learning and to narrow the gap between those who do well and those who do not;
- enable every pupil to experience success;
- promote individual confidence and a positive attitude;
- ensure that all pupils, whatever their SEND, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning;
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate;
- identify, assess, record, and regularly review pupils' progress and needs;
- involve parents/carers in planning and supporting at all stages of the pupil's development;
- work collaboratively with parents/carers, other professionals and support services including the Educational Psychology Service;
- ensure that the responsibility held by all staff and the governor responsible for SEND is implemented and maintained;

2. Legislation and guidance

This policy and 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, SEN co-ordinators (SENCOs) and the SEN information report

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

3. Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Catherine Airey.

They will:

- Work with the Principal 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 Principal 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

4.2 The Chief Executive Officer

The Chief Executive Officer 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 Principal and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SENCO and CEO 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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil

- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to following county procedures.

Ensure there are opportunities for all pupils to visit their prospective Secondary School.

Pupils with SEND will be given additional visits, if required, so that they will become more confident in the new situation.

Meet with representatives from local secondary schools for consultation before the time for transfer.

For pupils with an Education, Health and Care Plan (EHC), the pupil's EHC is amended by 15th February of the year of transfer. It must be amended in the light of the recommendations of the annual review in the Autumn Term.

The SENDCO of the receiving school, where possible, attends the final annual review of Year 6 pupils with Education, Health and Care Plan for whom the particular school has been named.

Procedures including CAF and TAC are in place to ensure smooth transitions.

Transfer Within the School Teachers liaise closely when pupils transfer to another class within the school and transition will be carefully structured.

Meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

In addition, the SENDCO and the class teacher, together with specialists and involving the pupil's parents/carers, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly through SEND surgeries.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as Nessy, Social Skills, Lego therapy, Precision Teaching and Mathsbox.

Teaching assistants will support pupils on a 1:1 basis when it is agreed by the SENDCo or incorporated into an individual EHCP.

Teaching assistants will support pupils in small groups as directed by the classteacher.

The school is able to call upon the expertise of a wide range of support services and external agencies. This includes outreach Autism teachers, West Berkshire Cognition and Learning Team, Cranbury College outreach, Educational Psychologists, Occupational Therapists, Physiotherapists, Primary Mental Health Support Workers, Speech and Language Therapists and others.

5.9 Expertise and training of staff

Our SENCO has 2 years experience in this role and has worked as a Teacher/Deputy Headteacher for 20 years.

As Deputy Headteacher and SENDCo they have no class responsibilities and work 4 days a week to manage SEND provision and provide Senior Leadership expertise.

We have a team of teaching assistants, including one higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have received a range of training, including Therapeutic Thinking and Autism Awareness.

We use specialist staff to support children with Occupational Health needs and to support behaviour and emotional regulation.

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using IEPs to measure progress
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Further information and guidance can be found in on Accessibility plan which is shared on the school website (<https://www.battleprimary.co.uk/page/?title=Policies&pid=15>)

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are recognised and given a voice through attendance at the weekly Hot Chocolate with the Principal
- Pupils with SEND are also supported to form friendships through the provision of Quiet Club at lunchtime and further intervention, for example Lego Therapy, Talk About and ELSA
- We have a zero tolerance approach to bullying.

5.13 Working with other agencies

The school is able to call upon the expertise of a wide range of support services. This includes outreach Autism teachers, Cranbury College outreach, Educational Psychologist, Occupational Therapists, Physiotherapists, Primary Mental Health Support Worker, Speech and Language Therapists, West Berkshire Cognition and Learning and others.

We are committed to using the expertise and advice provided by these professionals.

These support services are consulted following discussions with **Nathan Butler-Broad, Principal** or **Catherine Airey, SENDCO**, and with the full agreement of parents/carers.

For assessment and advice from most of these services a request form must be filled in first, following which additional information may be required e.g. the service's own checklist, and information about strategies already in use.

The local offer lists the services we currently use. Other health, social services, and voluntary organisations can be contacted as required.

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Principal in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

The Local Authority Local Offer signposts support services for parents. It can be found at: <http://servicesguide.reading.gov.uk/kb5/reading/directory/localoffer.page?familychannel=3>

5.17 Contact details for raising concerns

If a parent has a concern they are encouraged to first speak their child's class teacher. For further concerns, please contact Catherine Airey (SENDCo/Deputy Headteacher).

5.18 The local authority local offer

Our contribution to the local offer can be found [here](#):

Our local authority's local offer is published [here](#).

6. Monitoring arrangements

This policy and information report will be reviewed by the Principal **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions