



**Baldon Church of England Primary
School and Nursery**

SEND Policy

January 2020

Policy Approval

Name	Capacity	Signature	Date
Mrs M Connor	Head Teacher		
Mr G Kinsley	Chair of Governors		

In our school, we celebrate being part of God's family where all respect themselves, others and the world around them. Our vision is to develop a safe, caring community of inspired, resilient lifelong learners with a spirit of curiosity, enabling them to flourish in an ever changing world.

Jeremiah: The Lord says for I know the plans I have for you...plans to give you hope and a future.

Rationale

At Baildon CE Primary School we believe that every pupil with additional needs, special educational needs and/or a disability (SEND) has an entitlement to fulfil his or her maximum potential. We recognise the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges, responding to pupils' diverse needs and through overcoming barriers to learning and that every teacher is a teacher of every child or young person, including those with SEND.

In implementing this policy, due consideration to equal opportunities, with regard to race, gender, religion and ability, will be ensured with reference to the Race Relations Amendment Act 2000 (as amended) and all other relevant legislation.

Legislation and guidance

This policy 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 (SENDCOs) and the SEN information report

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015 states that: *'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:*

- *achieve their best,*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training.'*

Our Aim

Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential.

Policy and practice reflects the philosophy and fundamental principles within the SEND Code:

The Code sets out guidance on policies and procedures aimed at enabling pupils with special educational needs to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood.

- A child with special educational needs should have their educational needs met
- The views of the child and parents should be sought and taken into account
- Parents support their child's education

- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and National Curriculum

To achieve our aims we will:

- Work within the guidance provided in the SEND code of practice 2014
- Ensure that those with SEND feel safe within their learning
- Make sure there is no discrimination in relation to those with SEND
- Provide a SENDCo who will work with the SEND inclusion policy and support staff through CPD opportunities with regards to provision for SEND pupils
- Identify need as early as possible and provide effective support
- Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- View our special needs provision as an ongoing, developing process
- Provide support and advice for all staff working with special educational needs pupils which enables all children to have access to the whole curriculum, including the National Curriculum and Early Years Foundation Stage
- Incorporate special educational needs procedures, including Graduated Approach Plans (GAPs), into curriculum planning
- Develop an effective partnership and high levels of engagement between school, parents and outside agencies
- Encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and progress and give sufficient information for carefully planned progression at every stage
- Track and monitor impact of provision and procedures which have been put into place to ensure children with SEND make significant progress as they move through the school

Equal Opportunities

The staff of Baildon CE Primary School believe that all members of the school should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

All pupils will be offered a broad and balanced curriculum, including the National Curriculum, unless an Education Health Care Plan (EHCP) indicates otherwise.

We will provide appropriate teaching strategies/resources and differentiated work to suit all needs. Graduated Approach Plan (GAP) should be implemented at least in part in the normal classroom setting. Children with additional needs/SEND may be withdrawn for individual or group teaching or attend off-site support groups to meet their specific need.

The interventions which are delivered will follow a structured approach and will be time-limited. They will be carefully monitored for success and adjusted accordingly for each child as and when necessary.

Specialist teachers and other professionals will be consulted where required for advice on ways of ensuring children have full access to all learning opportunities and that any barriers to learning are removed.

In certain cases, the school will implement the Early Help process to ensure that children with additional needs (and their families) can benefit from the full range of support available to them. This further promotes the multi-agency working which already exists in school.

In line with the requirements of the Disability & Discrimination Act (as amended), the school has a duty to make “reasonable adjustments” for all disabled pupils to ensure that they are not discriminated against or put at a disadvantage.

Detailed risk assessments will be carried out to ensure that children’s needs are well met on all visits and residential trips.

Admission arrangements

No child will be refused admission to the school on the grounds of additional needs/SEND unless the school cannot adequately meet the needs or safety of that child. All admissions are co-ordinated centrally by the local authority/BMDC.

The school requests school records including National Curriculum Assessments; Child Protection file (where appropriate), and details of any SEND including pupil profiles and the most recent Individual Education Plan GAP when a child is transferring from another school.

Accessibility

There is disabled access to the whole school; there are disabled toilets on both floors and a lift from the reception area to the upper key stage 2 area.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Definition of SEND and the four main areas of need

Definition

‘A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.’

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015

Children’s needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child’s ability to function, learn and succeed, and we acknowledge that, whilst the four areas of need broadly identify aspects of primary areas of need for children at Baildon CE Primary School, we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child.

The four areas of need are:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. 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. The profile for every child with SLCN is different and their needs may change over

time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, 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.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people 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 as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015

The SENDCo will keep a register of all those pupils identified as having SEND in line with the need types shown above.

The SENDCo will ensure that the school register is updated and gives an accurate picture of the SEND cohort in school. Such information will be shared with governors and other professionals when appropriate but pupils will not be referred to by name.

Supporting Pupils/Students with Medical conditions

'The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions'

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015

Baildon CE Primary School has a policy in relation to this and it is available on the website or on request.

Supporting Pupils with a Disability

'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.'

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015

This forms part of the duty to implement the Equality Act.

School Information Report for SEND

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of Baildon CE Primary School schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:

- The kinds of SEND that are provided for
- Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCo
- Arrangements for consulting parents of children with SEND and involving them in their child's education
- Arrangements for consulting young people with SEND and involving them in their education
- Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- The approach to teaching children and young people with SEND
- How adaptations are made to the curriculum and the learning environment of children and young people with SEND

- The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- Evaluating the effectiveness of the provision made for children and young people with SEND
- How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying
- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families
- Arrangements for handling complaints from parents of children with SEND about the provision made at the school'

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015

Baildon CE Primary School ensures that the school information report is updated at least once a year and is easily accessible on the website. With the support of the senior leadership team (SLT), the SENDCo is responsible in producing this report.

The Local Offer

The school information report links to the local authority's local offer. It is the responsibility of the local authority to update the local offer. The local offer can be accessed through the usual authority website. <https://localoffer.bradford.gov.uk/>

Baildon CE Primary School works in partnership with the local authority's central SEND team who are responsible for providing statutory assessments and Education, Health and Care (EHC) plans when necessary.

Baildon CE Primary School will also engage local authority specialists when appropriate such as educational psychologist, child and adolescent mental health workers, specialist teachers, and speech therapists.

The identification, assessment, monitoring and provision for learners with SEND.

"Special educational provision is educational or training provision that is additional to or different from" that made generally for others of the same age. This means that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalized teaching". SEN Code of Practice (2014).

"This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."

"Achievement for All" (National Strategies: 2009).

- We believe that all learners should have access to **Quality First Teaching**
- All teachers are teachers of SEND children and have a responsibility for their learning

Funding for School Support and High Needs

Since September 2014, Baildon CE Primary School has identified pupils/students into three main groups: those accessing school support (K), those with a statement for SEND (S) and those with low incidence/high need receiving support through EHC planning (E). It is the responsibility of the local authority over time to transfer those with a statement onto an Education Health Care plan (EHC plan). Baildon CE Primary School will record changes as and when appropriate.

Pupils accessing school support do so in relation to an amount identified within Baildon CE Primary School's overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the SENDCo and senior leaders, in consultation with others, to decide on the appropriate provision and to allocate costs to this.

Strategic financial planning has to be taken into account.

'It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEND. The SENDCo, Headteacher and governing body establish a clear picture of the resources that are available to the school. They consider their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.'

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015

Those pupils with an (statement) EHC plan may have 'top up' funding allocated to them by the local authority because of the high needs. The statutory review process will monitor expenditure in such cases against impact.

'Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.'

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015

Baildon CE Primary School will ensure that all national and local processes in relation to supporting pupils with an EHC plan are adhered to and that appropriate paperwork is completed.

<https://bso.bradford.gov.uk/content/send-documentation>

Identification and Assessment:

Children's needs should be identified and met as early as possible through:

- The analysis of data (entry profiles, Foundation Stage Profile scores, reading ages, whole-school pupil progress data, information from previous settings, information from other agencies)
- Classroom based assessment and monitoring arrangements
- Ongoing discussions between the Class teacher, SENDCo and SLT through formal (Pupil Progress Meetings) and informal methods
- Following up parental concerns
- Tracking individual progress over time

- Undertaking more in depth individual assessments (may be using commercial available assessments) to deliver appropriate and useful information on a pupil's needs
- Involving external agencies where it is thought that a SEND is significant

Curriculum Access and Provision

Where children are underachieving and/or identified as having SEND, the school may provide for these additional needs in a variety of ways:

- Teachers differentiate work, tasks and resources, scaffold and model learning and may differ expectations as part of Quality First Teaching
- Wave 2 or 3 interventions, for things like spelling, reading and maths
- Small group withdrawal to address misconceptions and gaps in learning
- Additional support through the use of staff, timetable amendments, targeted groupings, additional activities and additional resources
- Using recommended aids, such as laptops, iPads, sensory resources, 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

Monitoring and Evaluation.

The monitoring and evaluation of the effectiveness of our provision for SEND learners is carried out in the following ways:

- Ongoing teacher assessment
- Ongoing assessment of progress made by intervention groups.
- Work sampling/book scrutiny on a termly basis
- Scrutiny of planning
- Learning walks to monitor provision
- Teacher interviews with SLT at regular Pupil Progress meetings.
- Informal feedback from all staff
- Classroom observations by Inclusion Leader, Key Stage Leader, SLT
- Pupil progress tracking using the whole-school assessment trackers
- Attendance records and liaison with the Attendance team at Bradford
- Headteacher's report to the Governing Body

The Graduated Approach to identifying SEND Procedures: (see SEND Flow Chart).

Stage one-Identifying a possible SEND need

Early discussions to identify whether a child needs special educational provision are vital, to make sure

- 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.

Where we have concerns that a child has SEND, and therefore needs adapted provision, we follow the agreed SEND flowchart (appendix 1). This is a summary of the actions followed:

- A potential SEND is identified by a parent, teacher or outside agency. Information is passed on to the SENDCo.
- This information is passed on to the class teacher, and a pen portrait is started, which outlines the support already in place for the child and any additional support planned. The emphasis at this point is on the quality first teaching provided by the class teacher, as the expectation is that teaching is adapted to meet individual needs.
- This is monitored over a period of approximately 6 weeks.
- If the additional support has resulted in the child's needs being met, this progress will be recorded on within the pen portrait. Their progress will continue to be monitored.
- If concerns remain, the 'concerns form' is completed by the class teacher. A meeting will then take place with the class teacher and parents, with the SENDCo possibly attending where necessary.
- The class teacher and the SENDCo discuss the information on the concerns form. At this point, if it has been agreed that there is a SEND, the level of SEND is agreed. Parents/ carers are informed and the child is added to the SEND register. A GAP may be completed for and will be reviewed when necessary.

Stage Two: Additional SEND support

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is **additional to** or **additional from** the well differentiated curriculum (as defined by the SEND code of Practice 2014).

- If progress has not been made, the class teacher, with support from the SENDCo, will formulate a **GAP** with an initial **pen portrait** of the child's needs.
- The **GAP** will note: concerns, needs, background, current provision and planned provision.
- Intervention for pupils with SEND will be identified and tracked through Pupil Progress meetings, **GAP** Reviews, monitoring of Intervention and SEND provision: by the Inclusion Leader.
- **GAP** plans will be reviewed every term through discussion with the SENDCo and through Pupil Progress meetings with SLT.
- The child's SEND level will be reviewed, using the above Monitoring and Assessment tools. The SENDCo will invite parents and relevant agencies to **GAP** reviews for children with levels that fall within SEN+. Teachers will be released from class to take part in the review process or will be required to submit notes on progress so that new targets can be set.
- On occasion, where a pupil has significant, severe and sustained needs, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an application for an **EHC plan**.
- Underachieving pupils and pupils with EAL who do not have SEND **will not** be placed on the SEND Register (but may be highlighted and targeted in other ways).

Graduated Approach Plans (GAPs)

- GAPs are based on the Assess, Plan, Do, Review model
- The GAP will identify a learning need from assessments; plan strategies and interventions to meet that need; implement the provision; review progress and set new targets from further assessment
- In best practice, GAPs are to be created jointly by the school, parents and pupils
- GAPs are to be working documents which can be constantly refined and amended
- GAPs will be accessible to staff who are involved in their implementation
- GAP targets will be shared with the pupils, where appropriate, so they have an understanding of them
- Teachers are to have ownership of the identification of targets (agreed) and of the practical administration of provision (agreed) in their classrooms
- Children with additional needs may be withdrawn for individual or group teaching or attend off site support groups to meet their specific need. When this occurs, timetables will be coordinated (wherever possible) to ensure that no child will miss out on curriculum entitlement
- GAP targets should be implemented, at least in part, in the normal classroom setting
- Assessment data will be used to review targets and set new targets at the review
- Specialist teachers and other professionals will be consulted for advice on ways of ensuring children have full access to all learning opportunities and that any barriers to learning are removed. The input of outside agencies will be included in GAPs when appropriate
- GAPs will have a maximum of four short/medium term SMART targets set for or by the pupil
- Targets will address identified underlying reasons why a child is having difficulty with learning (not “more literacy” or “more maths”)
- GAPs will be time limited. A date for review will be set
- GAPs and their effectiveness are to be monitored by the SENDCo

Stage Three: Statement of Special Educational Needs or Education Health Care Plans.

- Pupils with an Educational Health Care Plan will have access to all arrangements for SEND children in Stage One and Two and, in addition, will have an Annual Review of their EHCP.
- Baildon CE will comply with all local procedures when applying for an EHCP and will ensure that all pre- requisites for application have been met through ambitious and pro-active additional SEND support using our devolved budget at an earlier stage to EHCP.
- Our review procedures comply with those recommended in Section 6 and 9 of the SEND Code of Practice 2014, and with Bradford MDC policy and guidance – including timescales set out within the process.
- **For children who have an EHCP in Year 6:** Preparations for transfer to secondary school will start in Year 5. Parents/carers will be asked to visit possible secondary schools. The Annual Review will take place in the summer term of **Year 5** to ensure the statement has accurate targets and priorities prior to the submission of secondary school choices (Autumn Term: Year 6). Once a secondary place has been allocated (by Easter), the SENDCo/SEND Team of the receiving secondary school will be invited to the Annual Review (summer term Year 6) and further reviews, as appropriate.

Other processes in school-

Individual Behaviour Plans.

Individual Behaviour Plans (IBPs) are completed for children who need an alternative behaviour system in school. IBPs will be updated by the Class Teacher and the Inclusion Leader.

Personal Education Plans plan.

Personal Educational Plans (PEPs) are completed for children who are “Looked After”. The Inclusion Leader is responsible for liaising with the child’s social worker and carers to set up a PEP review meeting. It is the social worker’s responsibility to update and circulate the plan. PEPs should be updated every 6 months.

Health Care Plans.

Healthcare plans are held in school for children who have long-term, life impacting medical conditions such as epilepsy, anaphylaxis or diabetes. They inform staff of procedures to follow in the event of the child becoming ill with that condition. Healthcare plans are generally set up by health professionals, usually the school nurse, in consultation with parents/carers. It is the healthcare professional’s responsibility to update or amend the plans.

Baildon CE Primary School will also set up a health care plan, on the advice of parents, and will consult with the school nurse on the appropriateness of the plan.

ROLES AND RESPONSIBILITIES

The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school’s policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school’s work.

The Governing Body, having regard to the Code of Practice:

- Ensure appropriate provision is made for any child with SEND
- Ensure all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Governing Body to oversee SEND provision
- Ensure that pupils with SEND are fully involved with school activities
- Ensure they are involved in developing and reviewing SEND Policy

The SEND Governor is Alison Boggie

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school’s work, including provision for special educational needs. The Head Teacher keeps the Governing Body informed of all developments with regard to SEND. The Head Teacher informs parents of the fact that SEND provision has been made for their child.

Admissions

In every instance, when a parent seeks a place for a child at Baildon CE Primary School, the Head Teacher:

- Ascertains whether or not the child is the subject of an Education Health Care Plan (parents are to record this information on the school’s admission form)
- Informs the parent that the child cannot be admitted to the school if it is not named in the statement/ Education Health Care Plan until the LA have been consulted

- Informs the LA that an approach for admission has been made.

SENDCo

Our SENDCo, Samantha Smith, is a qualified teacher and a member of the Senior Leadership Team.

The role of the SENDCo involves:

- Overseeing the day-to-day operation of the school's SEND policy
- Ensuring an appropriate budget allocation to meet SEND
- Interpreting legal requirements for staff, parents and governors
- Co-ordinating and evaluating provision, including interventions, for children with SEND.
- Monitoring the progress of children with SEND alongside the class teacher
- Liaising with and advising teachers whenever necessary
- Monitoring and evaluating the quality of provision
- Overseeing the records of all children with SEND
- Maintenance of the SEND provision register
- Liaising with parents of children with SEND
- Organising and delivering INSET in order to meet the needs of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated
- Being part of the school's senior leadership team

Other roles include

- Fulfilling the role of the designated teacher for Looked After Children
- Monitoring and tracking the progress of other groups in school, alongside the SLT
- Overseeing that children with medical needs have their needs met in school
- Being the lead in school for families accessing Early Help.
- Being the designated lead person (DSL) for vulnerable children and child protection.
- Liaising with families and other agencies.

Teachers

They will:

- Clearly identify the role of teaching and support assistants.
- Recognise the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges, responding to pupils' diverse needs and through overcoming barriers to learning and that every teacher is a teacher of every child or young person, including those with SEND
- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Work with the SENDCo to decide the action required to assist the pupil to make progress
- Work with the SENDCo to collect all available information on the pupil
- Develop and review GAPs for pupils as identified with SENDCo
- Work with SEND pupils to deliver the individual programme set out in the GAP
- Develop effective relationships with parents
- Encourage pupils to participate in decision-making

- Be involved in the development and review of the school's SEND policy
- Continuously assess pupil progress and identify the next steps to learning
- Keep parents informed of pupil progress
- Work with the SENDCo to identify their own training needs around SEND

Teaching Assistants

- Provide relevant support to identified pupils
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources
- Attend liaison, team and service meetings and undertake appropriate INSET
- Work alongside the SENDCo and teaching staff in the preparation of GAPs

Pupil Participation

The school actively encourages the involvement of children in their education. We do this by:

- Involving the child in decision making regarding the methods by which their individual needs will be met
- Inviting the child to attend all or part of review meetings
- Discussing the purpose of assessment arrangements and the implications of the Graduated Approach Plan (GAP) with the child
- Encouraging the child to comment on his or her SEND provision through an appropriate medium.
- Involving the child in the implementation of the GAP
- Aim to further develop the child's self-confidence and self-esteem

Parent / Carer Participation

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. We:

- Involve the parent/carer in decision making regarding the methods by which their child's individual needs will be met
- Invite the parent/carer to attend all review meetings where necessary
- Discuss the purpose of assessment arrangements and the implications of the Graduated Approach Plan (GAP) with the parent/carer providing them with a copy of the GAP
- Encourage the parent/carer to be actively involved in working with their child to achieve the targets set in their GAP
- Encourage the parent/carer to comment in writing on their child's SEND provision
- Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child's SEND provision
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs.

Voice of the Child

Pupil participation is encouraged at all levels throughout Baildon CE Primary School. It is important to differentiate opportunities for those with SEND to express themselves, and to contribute to their target setting process.

The SENDCo will talk to the SEND pupil on a regular basis as well as in formally planned meetings.

The pupil/student should be aware of identified caring adults they can meet with to help them feel safe and to help them with their education.

Education of Pupils with Medical Needs (Ref. DFES/0732/2001)

A pupil who is unable to attend school because of medical needs must not be removed from the register without parental consent, even during a long period of ill health, unless the school medical officer certifies him or her as unlikely to be in a fit state to attend school before ceasing to be of compulsory school age.

Schools should:

- Notify the LA/Attendance team if a pupil is likely to be away from school due to medical needs for more than 15 working days.
- Supply the appropriate education provider with information about a pupil's capabilities, educational progress and programmes of work
- Be active in monitoring progress and reintegration into school, liaising with other agencies as necessary
- Ensure pupils are kept informed about social events and are able to participate through homework if necessary
- Facilitate liaison with peers through visits and videos if necessary
- Ensure pupils have access to public examinations possibly as external candidates

For further information on this, please refer to our policy on supporting pupils at school with medical needs.

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 SEND.

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 encouraged to be part of all of school life, including being buddies, attending all lessons and extra-curricular clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

Liaison with other agencies

The school works closely with outside agencies and use is made of the Common Assessment Form where appropriate. Advice and expertise is drawn from Social Services and Health Authority employees. We also work in partnership with the Education Welfare Department.

Bradford LA provide the **0-25 SEND Inclusive Education Services**, which provides support for children and young people with cognition and learning needs; communication and interaction needs, including autism; social, emotional and mental health needs; sensory and physical/medical needs.

This service is equipped with a team of advisory staff who may be called upon to advise and support. The school's educational psychologist may become involved with children with complex needs or fall into SEND support plus on the SEND register. Other specialists available include:

- Language Liaison Teachers
- Early Years Liaison Teachers
- Behaviour Support Team
- Speech therapist
- Visually Impaired Liaison Teacher
- Hearing Impaired Liaison Teacher
- Physical Difficulties Liaison Teacher

The school also values the importance of developing effective relationships with other neighbourhood schools, secondary schools and special units. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

In Service Training/ Funding

The Special Educational Needs Policy and Guidelines are subject to regular whole school review and evaluation. One meeting each term, to which designated governors are invited, is set aside to discuss and review SEND issues. The SENDCo attends relevant courses and ensures all staff are familiar with developments in SEND. All staff must notify the SENDCo if they need further training in school procedures or support for children. Training, for both teaching and non-teaching staff is provided as necessary and the SENDCo ensures all staff are aware of training available within the LA Continuing Professional Development Programme as well as from outside agencies. Priorities for training with regard to SEND will be specified within the School Improvement Plan. The SENDCo gives feedback to the Governing Body on SEND provision at Governor's meetings.

There is an allocated budget for SEND. The effective spending of this is the responsibility of the SENDCo and the Headteacher.

Appropriate links to Government documentation are:

<http://www.legislation.gov.uk/ukpga/2014/6/section/69/enacted>

<http://www.legislation.gov.uk/uksi/2014/1530/schedules/made>

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

Complaints Procedure

The school's complaints procedure is outlined in the school website. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. There is a requirement of local authorities to provide mediation services for those parents/carers of a pupil/student with SEND as an additional provision to the usual complaints procedure. There is a national SEND tribunal that will formally address conflict or unhappiness for those with highest SEND need. At Baildon CE Primary School will do everything possible to work with parents/carers to ensure that local and national complaints bodies will never have to be used. Parents/carers will be given the necessary information upon request.

Present contacts

The SENDCO is: Samantha Smith

The SEND Governor is: Alison Boggie

The Headteacher is: Mary Connor

Monitoring, Evaluation and Review of SEND Policy and Guidelines

This document is subject to annual review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SEND policy and guidelines

including the school's procedures for identifying, assessing and providing for children with special educational needs.

Review

Next review:

Appendix	Title
A	SEND flow chart
B	Blank GAP record
C	Alternative GAP record for SEND plus
D	
E	

Appendix A-SEND Flow Chart



A potential SEND is identified by a parent, teacher or outside agency. Information passed to SENDCo.

Pen portrait started by teacher. The emphasis must be on quality first teaching and how this can be adapted to meet individual needs. Parents informed about this. Ongoing monitoring (by class teacher) of targets and provision outlined on pen portrait within the GAP. Child's progress monitored closely by class teacher for approximately 6 weeks.

Child's needs met. Progress referenced on GAP.
Child may continue to need intervention to support their progress. Class teacher responsible for passing information onto SENDCo and then continuing to monitor progress.

Concerns remain. Teacher completes the concerns form (for learning needs) and then meets with SENDCo to discuss whether to use a Baseline Assessment tool/ school assessment systems (depending on area of need) to identify child's needs. Timescale for review set within 6 weeks.

Teacher and SENDCo discuss findings from a range of assessments and observations. Decision as to whether child has SEND and if so, at what level agreed. Teacher speaks to child's parents and gains consent for their child to be on the SEND register. If appropriate, SENDCo makes contact with parents to discuss their child's need and SEN procedures. Teacher uses guidance criteria to inform target setting (SEND support plus need a GAP completing).

No SEND Identified

SEND Identified

SEND support

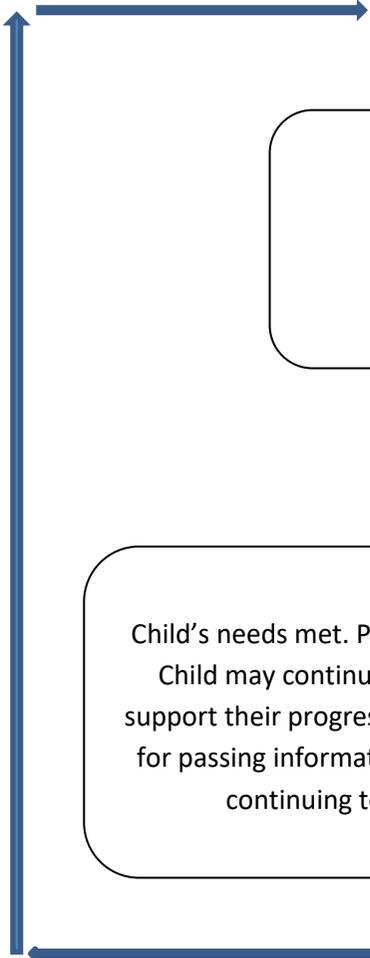
Progress reviewed through existing pupil progress schedule within school. Class teacher and SLT responsibility.

SEND Support Plus

GAP reviewed as appropriate through class teacher or SENDCo chaired meetings involving parents.

EHCP and above

EHCP reviewed through meetings involving parents -annual EHCP Reviews.





Appendix B **Graduated Approach Plan**

Name:	DoB:	SEND /SEND support		EHCP
		Date at SEND	Date at SEND+	Date at EHCP:
<u>Initial Pen Portrait of child:</u> Should include need and current support			Agency involvement:	Start/end date

<u>Initial Pen Portrait of child:</u> continued when needed.		
<u>Description of Needs</u> (historic account to be added to periodically)		

GAP Baildon CE Primary (To be completed by class teacher and discussed with parents and pupil before commencement)												
Name:				Class:			DoB:		Level of SEND			
This GAP date:				Recorded by:					GAP number at this range:			
Levels:	Autumn: Yr	R:	W:	N:	Spring: yr	R:	W:	N:	Summer:Yr	R:	W:	N:

Assess, Plan, Do, Review

Student Name: **Class:** **Date of meeting:** **Date of review:**

<p>Assess -(Need) What are the young person’s needs/barriers to learning? What is their level of attainment and progress? What is the priority for this cycle and why? What do they need to achieve?</p> <ul style="list-style-type: none"> • • • • 	<p>Plan -(Provision) What can we put in place to support this young person? What outcomes do we want to achieve? Who might be able to do this?</p> <ul style="list-style-type: none"> • • • • 																																				
<p>Review What has the impact been? What is the effectiveness of the intervention? Does it need to be repeated?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">What actions</th> <th style="width: 75%;">Outcome- Evaluation A: Effective made B: Some progress N: No progress R: Refer to outside agencies</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> </tbody> </table>	What actions	Outcome- Evaluation A: Effective made B: Some progress N: No progress R: Refer to outside agencies											<p>Do- Implement the plan? Who will implement it, when and how often?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">What actions?</th> <th style="width: 17%;">When will they take place?</th> <th style="width: 17%;">How often?</th> <th style="width: 33%;">By who?</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	What actions?	When will they take place?	How often?	By who?																				
What actions	Outcome- Evaluation A: Effective made B: Some progress N: No progress R: Refer to outside agencies																																				
What actions?	When will they take place?	How often?	By who?																																		

Strategies to support

Notes from the review meeting:

Action (and by whom)

Signed by.....

Date Completed