


# Burnt Tree Primary School



## Special Educational Needs and Disability Policy (SEND)

Signed by Chair of Governors	
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## **Special Educational Needs Policy**

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## **Special Educational Needs Policy**

### **INTENT**

#### **Rationale**

Burnt Tree Primary School has a named Inclusion Manager and Special Educational Needs Co-Ordinator (SENCO), Charlotte McArdle, and a named Governor, Shayda Babajafaray, who are responsible for Special Educational Needs and Disability (SEND). They ensure that the Burnt Tree SEND Policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

All children learn at different rates. At some time during their school journey, children will experience some degree of difficulty, but some will experience a significantly greater lack of progress.

Children may experience problems in gaining full access to the curriculum, resources and facilities of the school and may need additional support. Some difficulties may be short term, whereas others may require structured teaching programmes or require the assistance of outside agencies, such as the support services, child psychologists, speech therapists or physiotherapists.

At Burnt Tree Primary School, all staff seek to meet the challenge of educational entitlement for all children to a broad, balanced and differentiated curriculum, which is relevant to their needs. By identifying and supporting children with SEND in a variety of ways, we hope to achieve this.

#### **Aims**

Our Special Educational Needs and Disability (SEND) policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with SEND.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Work in co-operation and develop productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

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 SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND coordinators (SENDCOs) and the SEND Information Report

## **IMPLEMENTATION**

### Definitions

The Code of Practice (2015) states that a pupil has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

Children will have a learning difficulty or disability if they have:

- *A significantly greater difficulty in learning than the majority of the 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 for other children or young people of the same age by mainstream schools.

A child must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### Areas of Special Educational Needs

Children's SEN are identified within one of these four broad areas of needs:

- **Communication and Interaction**  
Children and young people with speech, language and communication needs have difficulty communicating with other. This may be because they may have difficulty in saying what they want to; understand what is being said to them or do not use social rules of communication. Children and young people with Autism Spectrum Condition, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which 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. Specific Learning Difficulties, affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **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), physical disability (PD) or a multisensory impairment will require specialist support and/or equipment to access their learning.

- **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 and disturbing behaviours. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

In addition to this, at Burnt Tree Primary School, we aim to promote positive mental health and wellbeing for our whole school community. We recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health.

The World Health Organisation's definition of mental health and wellbeing is: *"a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community"*.

The Department for Education (DfE) recognises that: *"to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy"*. Therefore, our role in school is to ensure that children are able to manage times of change and stress, and to support children to reach their potential and access help when they need it. We also aim to ensure that children understand what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health and where they can go if they need help and support.

Our aim is to build resilience to mental health needs in a school environment where all children are valued, feel safe and have a sense of belonging. They feel they are able to talk openly and express a range of emotions appropriately, maintain positive

relationships with others, develop strategies to cope and manage stresses of everyday life and positively promote and value mental health.

### Role and Responsibilities of Staff

#### **THE HEADTEACHER**

Our Headteacher, Mrs. Jayne Bayliss will:

- Work with the SENCO and SEND Governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
- Inform the governing body of how the funding allocated to support SEND has been employed.
- Agree, alongside the SENCO, on how to use funds directly related to EHCP's.

#### **THE SENCO**

Our SENCO, Mrs. Charlotte McArdle, holds the National SENCO Award Qualification. Other members of staff who hold this award include Mrs. Jayne Bayliss, our Headteacher. The Assistant SENCO, Mrs. Ola Onenome works alongside the SENCO.

They will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND 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 Education, Health and Care 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.
- Co-ordinate and develop school based strategies for the identification and review of children with SEND.
- 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 that the school meets its responsibilities under the Equality Act 2010 with regard to transition plans, reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Liaise with parents of children who have SEND.
- Contribute to the in-service training of staff.
- Agree, alongside the Head Teacher, on how to use funds directly related to EHCP's.

#### **TEACHING STAFF**

Our Class Teachers and LSP's are each responsible for:

- The progress and development of every pupil their classes.

- Adapting, differentiating and scaffolding the curriculum required to meet the needs of all learners, including those with SEND.
- Working closely with staff in the setting and/or specialist staff to plan and assess the impact of reasonable adjustments and provision that is 'additional to' and 'different from' linked to their classroom teaching and any interventions that take place.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision that are required.
- Communicating effectively with parents at regular intervals and listen to pupil voice to ensure that provision meets the needs of each individual pupil.
- Ensuring they follow this SEND policy.

### **THE SEND GOVERNOR**

Our SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.
- Decide to admit children with SEND to the school in line with the school's agreed admissions policy.

### Identification and Assessment of Needs

Early and accurate identification of children's SEND is important as identifying an individual's needs at the earliest point and making effective provision improves long-term outcomes for the child or young person.

Identification and assessment of needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and LSP's, have important day-to-day responsibilities. All teachers are teachers of children with SEND.

Assessment to identify a child's needs is continuous. We know if a pupil needs help if:

- Concerns have been raised by parents/carers, teachers, external agencies, the pupil's previous school or the pupil themselves.
- Assessments, such as those completed on entry or because of a raised concern, indicated a gap in knowledge or skills.
- Whole school pupil tracking of attainment outcomes indicate a lack of expected progress or low levels of attainment compared to expected standards.
- An observation of the pupil indicates they have additional needs.
- Concerns may be raised about progress in areas other than attainment, for example social needs.

If a child already has an identified special educational need, this information may be transferred and the class teacher and the SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the SEND of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their understanding of English or arises from SEND.

### Teaching Children who have a Special Educational Need

Teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is our first step in responding to pupils who have SEND.

Class teachers will lead the learning and provision for children with SEND in their class to ensure that progress can be made – this will include making reasonable adjustments within the classroom and providing learning opportunities that are additional to and different from their peers, including targeted interventions. Interventions can include 1:1 or small group work to support with fine motor skills, gross motor skills, phonics, numerical understanding and working memory.

Children identified with SEND will have their own Provision Map, outlining individual targets set and support within class and interventions that are put in place to ensure that progress is made.

Our school SENCo closely monitors the progress and attainment of children identified as having SEND and will support teachers and liaise with external agencies as required.

### Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning opportunities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's SEND. Lessons have clear learning objectives; work is differentiated appropriately, and assessments are used to inform the next stage of learning. Lessons incorporate different learning styles to ensure our children experience success. For any child identified with a SEND and therefore receiving SEND Support or have an Educational, Health and Care Plan,

they will have their own Provision Map, detailing the additional support provided to them and their targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Teaching staff support small groups and individuals in English and Maths and across the curriculum to achieve the targets set on their Provision Maps.

### The Nature of Intervention

The SENCO and the child's class teacher will decide on the action needed to help the child's progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO, or with LSP's in interventions such as phonics interventions, maths interventions (Plus 1 and the Power of 2), precision teaching, communication and language interventions or switch on reading.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCO and they will have specific time slots to discuss Individual Learning targets and progress with the SENCO on termly basis.

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### The Intervention Hive

The Intervention Hive is a responsive resource, designed to support children who have significant difficulties in accessing an age related curriculum within the mainstream classroom environment. It is a structured teaching space focused on clear boundaries, consistent, structured routines and learning is adapted to meet pupil needs, according to their relative starting points. Wherever possible, efforts are made to keep children in the mainstream classroom, so careful consideration is given to those pupils who are accessing the Intervention Hive. Through careful planning and progress tracking, the ultimate aim is to fully integrate children back into the mainstream classroom environment, wherever appropriate, in order to foster inclusion and academic growth.

Within the Intervention Hive setting, each child will engage in personalised learning, planned for and overseen by class teachers and the SENCo. This learning will be linked to personalised targets, Educational, Health and Care Plans (EHCPs) outcomes as well as following advice and guidance from outside agencies. Children will move between planned learning opportunities delivered in small groups, child initiated learning opportunities and structured 1:1 support with personalised targets.

Where children are not yet accessing the National Curriculum, progress is tracked through Sandwell Skills Ladders, the Engagement Model or according to outcomes stated in EHCPs.

All staff receive regular training and support and work closely alongside outside agencies including:

- Educational Psychologists
- Speech and Language Therapists
- Complex, Communication and Autism Team
- Specialist Advisory Teacher for Learning
- Specialist Advisory Teacher for Social, Emotional and Mental Health
- Occupational Therapists
- Physiotherapists

### Involving Pupils and Parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. At Burnt Tree Primary School, we encourage children to take responsibility and make decisions. This is part of the culture of our school and relates to children of all ages. Children and young people with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school works closely with parents in the support of those children with SEND. We encourage an active partnership through an ongoing dialogue with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEND will be treated as partners given support to play an active and valued role in their child's education.

There are opportunities each term to share the progress of children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children who have SEND. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

If a parent/carers have any concerns regarding their child and any additional needs, they are able to contact their child's teacher or our SENCo.

## Working with Outside Agencies

At Burnt Tree Primary School, we access support from a range of health and social care bodies, local authority support services and voluntary sector organisations in order to support and meet the needs of our pupils' with SEND and their families.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the provision map continues to be the responsibility of the class teacher.

## Reviewing Pupil Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and their peers from widening.
- Closes the attainment gap between the child and their peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with SEND, Burnt Tree will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an individual provision map and the SENCO and class teachers will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific interventions put in place and monitored for a period to be determined at the start of the intervention on an individual basis. If limited progress is noted after this time the child may be added to the school SEND register.

The class teacher after discussion with the SENCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and young person.

**Reasons for a child being added to the SEND register may include the fact that he/she:**

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

## **IMPACT**

### REVIEW

The SENCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up provision maps for children. The SENCO, the Head Teacher and named governor with the responsibility of SEND hold regular meetings to review the work of the school in this area.