



# **BANTOCK PRIMARY SCHOOL**

## Policy Document For SEND

Headteacher	H Sarai
Chair of Governors	
Approved Date	25.09.14/08.10.15/29.9.16/05.10.17

## Special Educational Needs and Disability (SEND) Policy

At Bantock Primary we believe that all children have an equal opportunity to participate in a broad and balanced curriculum according to their needs, abilities and interests. We aim to remove all barriers to achievement and make every child SHINE.

### SUCCEED HAPPY INSPIRE NURTURE EDUCATE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- Children and Families Act 2014

*A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

(Taken from 2014 SEN Code of Practice: 0 to 25 Years - Introduction xiii and xiv)

#### Headlines from the 2014 Code of Practice.

From September 2014:

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth -25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each half term. Those at SENS are additionally tracked by the SENCo.
- There are four broad categories of SEN:
  - **communication and interaction** (e.g. autistic spectrum and language disorders)
  - **cognition and learning** (e.g. dyslexia, dyspraxia, dyscalculia; global developmental delay)
  - **social, emotional and mental health** (e.g. ADHD, attachment disorders, emotional and mental health difficulties)
  - **physical and sensory** (e.g. cerebral palsy, visual or hearing impairments)

We have children in the majority of these categories of SEN. Around 10% of our children are either at SENS (SEN support) or have statements/ EHC Plans (Education, Health and Care Plans). This is below the national average but means that all teachers expect to have children with SEND in their classes.

All children benefit from 'Quality First Teaching'. This means that teachers are expected to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

We have high expectations of all our children. Children on our SEN register are expected to make exactly the same progress as non-SEN children

We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.

## **Inclusion**

All provision is based on inclusive practice enabling physical and social access and access to learning. We seek to be an inclusive school by:

- Valuing the diversity of all our pupils including children with SEN.
- Using SEN procedures to identify barriers to learning and plan appropriate action.
- Ensuring all pupils have appropriate learning targets which are challenging.
- Making appropriate provision for SEN within routine class arrangements wherever possible.
- Ensuring children with SEN are an integral part of the classroom and school community.
- Developing links with special schools to extend pupil's experience of diversity.
- Accessing specialist services for educational advice and supporting assessments
- Ensuring all staff have access to relevant training opportunities.
- Ensuring that reasonable adjustments are made to include pupils with disabilities.

## **The Role of the SENCo**

The designated SEN coordinators for Bantock Primary is Mr Thomas & Mr Johnston. Their role is to:

- Ensure provision for pupils with SEN is planned in the form of Provision Mapping, with the Head Teacher.
- Monitor, review and evaluate the effectiveness of provision for SEN.
- Consult with parents, carers, class teachers and the Head Teacher the degree and form of involvement needed for children with SEN.
- Report regularly as a member of the school Leadership Team.
- Provide governors with a termly report of the progress of SEN children.
- Attend SENCo Network meetings and inform the Head Teacher and school staff of new guidance or training available.
- Identify and maintain resources for SEN and plan how these will be used to support SEN pupils in the most supportive, efficient and effective way

## **In relation to other staff, the SENCO will:**

- Identify and provide training needs and resources relevant to the SEN children they are working with.
- Review and monitor provisions for pupils at SEN Support, a Statement of Special Educational Needs or an Education and Health Care Plan
- Work with parents of SEN pupils in providing SMART targets that prioritise their educational needs and to coordinate and work alongside outside agencies in facilitating and achieving these targets.
- Ensure that curriculum planning is differentiated where appropriate to meet the needs of SEN pupils.
- Maintain and provide educational advice for children with Education and Health Care Plans (EHCP).
- Monitor and track progress made by pupils with SEN.

## **Paperwork for children at SENS (SEN support)**

Once a child has been identified as needing SENS the following paperwork is completed:

- Termly, at progress meetings, the waves of intervention that each child will receive is identified and recorded on a progress review. The review records the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve set targets. These targets are shared regularly with pupils and with parents at termly parent's evenings.

## **Moving to an EHCP (Education, Health and Care Plan)**

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively

- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family.

The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

### **What kind of SEN provision does Bantock provide?**

We have staff who are experienced in working with children with:

Autistic spectrum disorders, dyspraxia, attention deficit disorder, mild visual and hearing impairments, cerebral palsy, speech and language difficulties and social and emotional difficulties.

Staff have attended CPD in: Behavioural Support, Play Therapy, English as an Additional Language, ELKLAN for complex learning difficulties, Cool Kids, Catch Up Literacy.

There is close collaboration between the school and Bingley Children's Centre.

### **How does Bantock Primary know if children need extra help?**

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at half termly pupil progress meetings through class trackers, Progress Reviews, Progress Meetings with the class teacher, Head Teacher, Inclusion Manager and Assessment Manager.
- Where children are identified as not making progress in spite of Quality First Teaching appropriate support will be identified and included on the Provision Map.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - 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
  - Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all.

Frequently, the concern can be addressed by Quality First Teaching or some parental support. If this proves unsuccessful, the class teacher will follow the "Graduated Approach Cycle" and complete an "Initial Concerns Checklist" (see appendix) and a decision will be made following discussions with the pupil, parents and the SENCo whether to place the child on the SEN register.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

Children who are new to English are not classified as SEN. However, when a child who is learning English as an additional language makes slow progress over time in school, it is difficult to tell whether the delay is caused because they are not confident using the language, or because they have "real" learning difficulties independently of the language difference. If a teacher has concerns over an EAL pupil having possible special needs they will complete an SEN EAL First Enquiry Form (see appendix) and discuss their concerns with the parents. The pupil will have an assessment including an assessment of their learning in their own language before a decision is made to include them on the school's SEN register.

## **What should I do if I think my child may have Special Educational Needs?**

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to:

Mr Thomas - Deputy Headteacher/SENCo (NASENCo Award).

Mr Johnston - Deputy SENCo

## **How will I know how Bantock Primary will support my child?**

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively;
- To value and encourage the contribution of all children to the life of the school;
- To work in partnership with parents;
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND;
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

## **How will the curriculum be matched to my child's needs?**

All pupils are entitled to a broad and balanced relevant curriculum including the Early Years Foundation Stage Curriculum, National Curriculum and Primary Strategy, as appropriate to their key stage and stage of development. These are the routes by which entitlement is met and access for all pupils is secured. The school makes provision for increased curriculum differentiation, curricular adaptations and pastoral or disciplinary procedures dependent on the child's strengths and weaknesses.

- A variety of approaches are employed to maximise the achievement of all pupils.
- Learning and teaching strategies and resources are employed.
- Alternative provision is made for a child through an assessment of their needs which seeks to provide the best educational outcomes for the individual. This could include a modified time table or Wave 1, 2 or 3 intervention.
- Uniformity of approach by all staff is made consistent through regular monitoring.

The range of resources and teaching strategies within the school are identified on the school's Provision Map. These include:

- Intervention staff with relevant training appropriate to the needs of the children identified.
- Small group work provided outside of the classroom.
- 1:1 work provided by the intervention team.
- Outside agency involvement working 1:1 with identified children e.g. speech and language support, emotional and play support etc...
- A range of resources provided to meet individual needs.
- Specialised training for all staff appropriate to the identified needs of their children with SEN.

- A working partnership with Pennhall Special School, Tettenhall Wood and Northern House Pupil Referral Unit.

### **How will I know how well my child is doing?**

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (termly) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

### **How will you help me to support my child's learning?**

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents. Thereafter, parents - and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual report of the child's progress.

### **What support will there be for my child's overall well-being?**

Behaviour is not classified as SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. This may include use of "The Boxall Profile" which helps to develop a precise and accurate understanding of children's emotional and behavioural difficulties, and for planning effective interventions and support activities to address these.

If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete an Early Help Assessment (EHA) with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to Child and Adolescent Mental Health Services (CAMHS).

All children's behaviour is responded to consistently in line with our Rights Respecting Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

### **What specialist services and expertise are available at or accessed by the school?**

External agencies to support children with SEN are:

#### **Education:**

C&FST - Children and Family Support Team (Group 4)

Speech and Language Team (SALT)

Special Needs Early Years' service (SNEYs)

The Information, Advice and Support Service: for special educational needs and disability (formerly known as Parent Partnership)

Pennhall Outreach Service

Tettenhall Wood Outreach Service

Base 25

**Health:**

Vision Impaired Team  
Hearing Impaired Team  
School Nurse

The SENCO has a library of Outreach services available to meet specific needs of children with SEN.

**Service level - Education:**

The Children and Family Support Team (C&FST - formerly MAST) support our school through individual pupil referrals. They will assess information received and prioritize their assessment depending on the needs arising. The team is made up of a manager, educational psychologist, Parent support Officer, Assistant Educational Psychologist, Educational Welfare Officer and Area SENCO.  
SALT support through individual referrals made by the school. They work with identified children weekly each other half term. A thorough assessment is made termly.  
SNEYS support through individual referrals of children made by the school.

**Health:**

All teams here work with our children through individual referrals made by our school or privately by parents through their GP's.

Meeting with the C&FS Team usually takes place monthly. This is to review current cases of children and families with SEN, plan for future needs and for the C&FST to update the school on current developments. Other professionals and services liaise with the school's SENCO in order to provide the best possible access for pupils with physical or sensory difficulties through face to face meetings, written reports and email.

**What training have the staff supporting children and young people with SEND had or are having?**

All of our teachers are trained to work with children with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.  
Some of our staff have ELKLAN training which helps them to support children with communication difficulties. Other TAs have expertise and training on other areas or specific interventions. All TAs work with children with SEN and disabilities.  
The role of the SENCo is part of the Deputy Head Teacher's duties and for this reason he has completed the National SENCo Award. The Deputy SENCo has also recently started working towards achieving the National SENCo Award.  
If we identify information we can't access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Teachers.

**How will my child be included in activities outside the classroom including school trips?**

All of our children have equal access to lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

**How accessible is the school environment?**

All provision is based on inclusive practice enabling physical and social access and access to learning. As a school we are happy to discuss individual access arrangements. To include children with disabilities the curriculum is modified and technology such as laptops and iPads are provided to meet their needs. The building has ramp access for the lower ground floor, a stair lift, as well as a toilet and shower for the use of disabled people and surfaces raised or lowered for access.

### **How will the school prepare and support my child when joining Bantock Primary School or transferring to a new school?**

We want our children to experience a smooth transition throughout their school life, so that the pace and quality of learning are maintained to ensure that children are happy and continue to make the very best progress. Prospective children in each year group visit their new class in the summer term experiencing a range of activities that support their emotional and social development. We work closely with our local secondary schools to ensure a positive and effective transition for the children in Year 6 as they move into Year 7.

### **How are the school's resources allocated and matched to children's Special Educational Needs?**

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another point in the year. Resources may include deployment of staff depending on individual circumstances.

### **How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to contribute and take an active role in their child's education. This may be through:

- Discussions with the class teacher
- During parents evening
- During discussions with Mr Thomas/Mr Johnston and/or other professionals

### **Who will I contact for further information?**

If you wish to discuss your child's Special Educational Need or want to speak to a member of staff, the school can be contacted on 01902 558710.

Head Teacher: Mrs Harvey Sarai

Deputy Head Teacher : Mr Jez Thomas

### **SEN Information Report (Local Offer)**

The purpose of the SEN Information Report is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Bantock's SEN Information Report along with this policy is available to view at <http://www.bantockprimaryschool.co.uk/send-information-report.html>

Alternatively, Wolverhampton's SEN Information Report can be viewed at:

<http://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0>

### **Governors**

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

The Head Teacher will provide financial details of the arrangements for allocation and monitoring of funds for the provision of Special Educational Needs under 161 of the 1993 Act and Statements.

### **Complaints**

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

### **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

### **SEN Admission Arrangements**

The School Admissions Code 2014 sets out the mandatory requirements relating to admission to all maintained schools in England, except maintained special schools.

Legislation governing infant class sizes prevents schools from admitting more than 30 pupils between the ages of five and seven to a class with a single teacher.

However, certain pupils can be considered 'excepted pupils' for the purpose of the limit, and can be admitted even where this would mean exceeding the 30-pupil maximum. Such pupils include:

- Those with statements of SEN or EHC plans which name the school who are admitted outside the normal admissions round
- Children with SEN who are normally taught in an SEN unit attached to the school or in a registered special school and attend some infant classes within the mainstream school

In paragraph 1.6, the Code notes that admission authorities are under a duty to outline the "criteria against which places will be allocated" when the school is oversubscribed. It adds that these oversubscription criteria must not discriminate against or disadvantage children with disabilities or those with SEN.

Furthermore, a school must not refuse to admit a child who has SEN but does not have an EHC plan on the grounds that they do not think they are able to cater for the child's needs.

### **Pupils with Statements and EHC Plans**

All children whose statement of SEN or education, health and care (EHC) plan names the school must be admitted. A school is required to admit the pupil from the moment it is named on the EHC plan. Any specific arrangements to cater for the pupil's needs must be put in place as soon as possible, but the school may not delay admitting the pupil in order to make these arrangements.

A school must be consulted before it is named on a pupil's plan. If the school has any concerns about accommodating the pupil's needs or preparing for his/her transfer to the school, it should raise these during the consultation period.

### **Review Framework**

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

### INITIAL CONCERNS CHECKLIST

Pupil name: \_\_\_\_\_

D.o.B: \_\_\_\_\_

Class: \_\_\_\_\_

Date completed: \_\_\_\_\_

Please highlight the general areas of development causing concern			
Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Physical & Sensory

Please highlight specific factors affecting the child's educational development:	
<p><b>Learning Skills:</b></p> <ul style="list-style-type: none"> <li>Attention to task</li> <li>Comprehension of tasks</li> <li>Completion of tasks</li> <li>Interest in tasks</li> <li>Age appropriate skills</li> <li>Confidence in attempting tasks</li> <li>Gross/fine motor skills</li> </ul>	<p><b>Response to Teaching Style:</b></p> <ul style="list-style-type: none"> <li>Ability to work well in a group</li> <li>Ability to take responsibility for own work</li> <li>Motivation one to one</li> <li>Maintenance of motivation in group/class</li> <li>Working independently</li> <li>Organisation of possessions</li> <li>Asking for help</li> </ul>
<p><b>Social Skills:</b></p> <ul style="list-style-type: none"> <li>Relationships with other pupils</li> <li>Relationships with other adults</li> <li>Attention seeking / withdrawn</li> <li>Co-operation</li> <li>Self-control</li> <li>Play times</li> <li>Regular attendance</li> <li>Home/school co-operation</li> </ul>	<p><b>Subject Competence:</b></p> <ul style="list-style-type: none"> <li>Speaking (first language - )</li> <li>Listening</li> <li>Reading</li> <li>Comprehension</li> <li>Writing</li> <li>Spelling</li> <li>Numeracy</li> <li>Other:</li> </ul>
Provision/strategies/resources already implemented through Quality First Teaching:	

**Upload to LP: Staff>Inclusion>Initial Concerns>2014-2015**

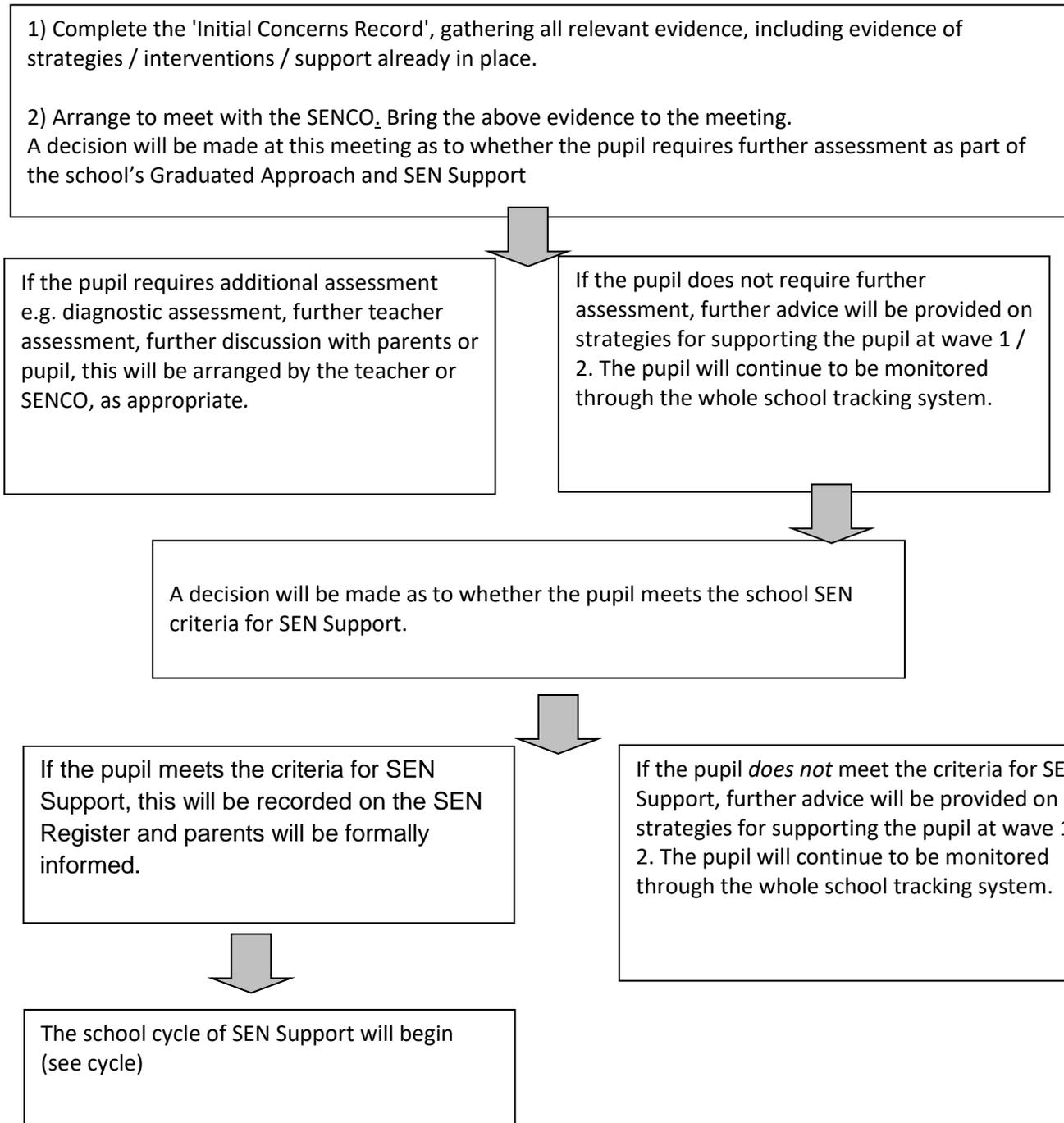


## Making decisions about the new Graduated Cycle and SEN Support: Advice for all staff

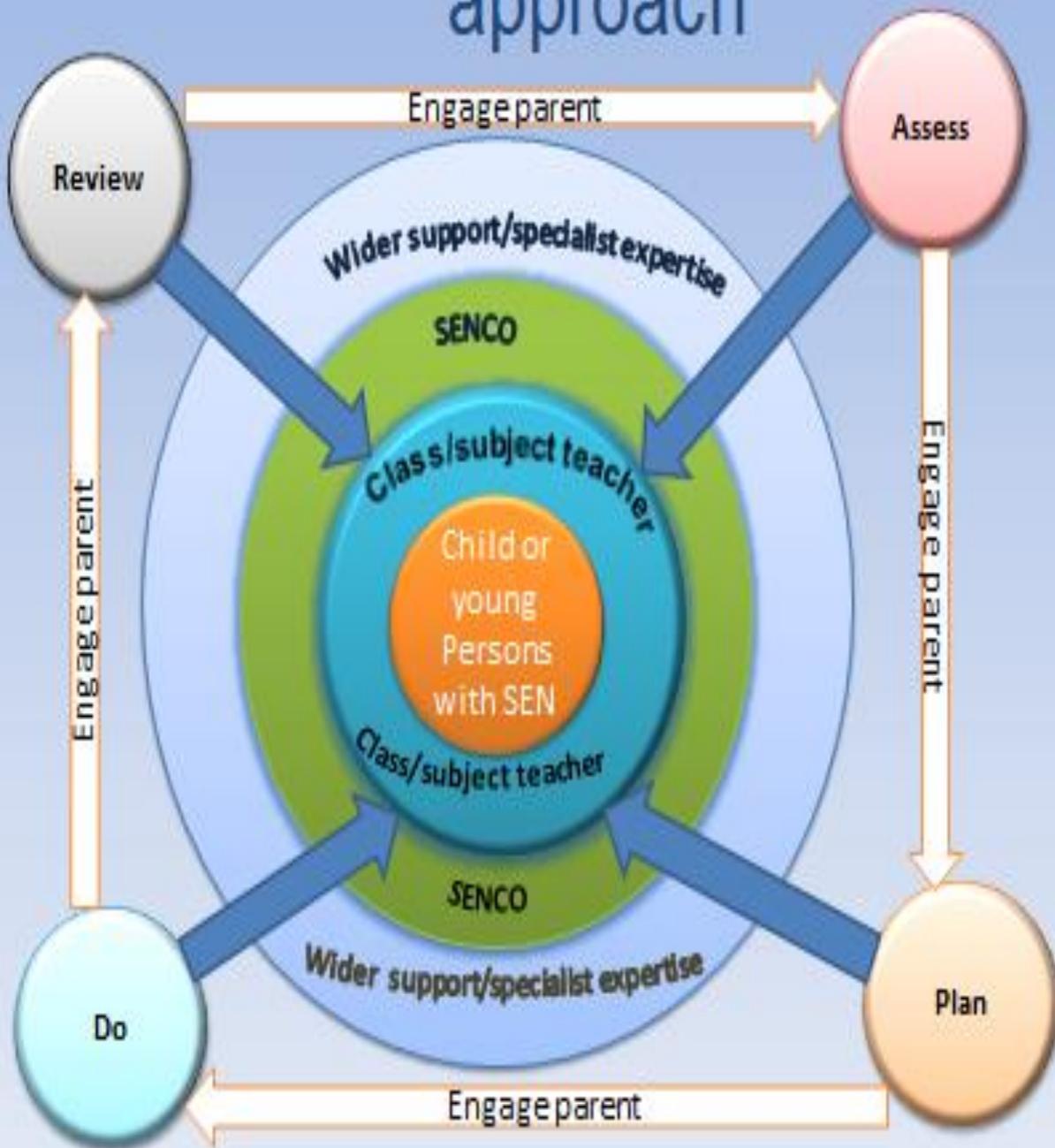
### Please read alongside the Graduated Approach Cycle

Our aim is for pupils needs to be identified as quickly and accurately as possible. Usually most pupils with SEN have been identified before or on entry to secondary school and appropriate steps have been taken to meet their needs. However if you have concerns about a pupil not already identified, the following guidance sets out the steps to be taken.

### When you have concerns about a pupil whom you think may have Special Educational Needs:



# The reform vision: A whole school approach



**EAL-SEND Enquiry**

This form should be returned to the EAL/New Arrivals Advisory Team via: cate.blackmoor@wolverhampton.gov.uk

School/Setting:	Enquirer & Role:	Enquiry Date:
Student Name:	Student D.O.B.	Student D.O.A.
Country of Origin:	Ethnicity:	Home Language (L1):

**Fluency in L1 (please record as G (good), A (Average), P (poor))**

Speaking:	Reading:	Writing:
Other Languages known/Used:		
Attendance:	Previous UK Education?	

**Please record below evidence of progress over time (STEPS/NC Levels); This must include a minimum of 2 assessment cycles. Please attach EYFS evidence as appropriate**

	Date & level:	Date & Level:
Speaking & Listening		
Reading		
Writing		
Maths		
Science		

**Have you begun/completed the following? (If not known, please contact the EAL/New Arrivals Team)**

EAL-SEND Check list	<input type="checkbox"/> Begun	<input type="checkbox"/> Complete (please attach)
EAL-SEND Filter Questions	<input type="checkbox"/> Begun	<input type="checkbox"/> Complete

**Has there been involvement from any other partners/agencies? Please list and date below:**

Partner/Agency:	Partner/Agency:	Partner/Agency:
Contact:	Contact:	Contact:
Date:	Date:	Date:

**Have students and parents/carers been consulted about this enquiry?**

Student:	Date:	Response:
Parent/Carer:	Date:	Response:
Additional Information (if appropriate)		
EAL/New Arrivals Team Use:		
Date of receipt:	Date of contact with school:	Continue: Y <input type="checkbox"/> N <input type="checkbox"/>