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**Bankfields Primary School**

**SEND and Additional Needs Policy**

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| **Governor Review Date** | October 2016 |
| **Review Frequency** | Annual |
| **Date for Next Review** | October 2017 |
| **Head Teacher Approval** |  |
| **Governor Approval** |  |

**October 2016**

**SEND and Additional Needs Policy**

This policy complies with:

* Equality Act 2010: advice for schools DfE Feb 2013;
* SEND Code of Practice 0 – 25;
* Schools SEND Information Report Regulations (2014);
* Statutory Guidance on Supporting pupils at school with medical conditions April 2014;
* The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013;
* Safeguarding Policy;
* Accessibility Plan;
* Teachers Standards 2012.

This policy was created by the school's SENDco, Head teacher and SENDco Governor

in liaison with the SLT.

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Bankfields Primary School aims to ensure that all children's individual needs are met so that they are able to achieve their educational potential, and it is committed to providing, for each pupil, the best possible environment for learning.

We recognise that many pupils will have barriers to learning that require special action by the school. In implementing this policy, we believe pupils will be helped to overcome their difficulties. In Bankfields Primary School every teacher is a teacher of every child, including those with Special educational needs. Teachers take account of SEN requirements and make provision that is specific and targeted to meet these needs.

**Definition of special Educational needs (SEND) taken from section 20 of the children and Families Act 2014.**

*A child or you person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

* *have a significantly greater difficulty in learning than the majority of others of the same age, or*
* *b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

*A child under compulsory school age has special educational needs if they fall within the definition of the above or would do so if special educational provision was not made for them.*

*Children 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.*

At Bankfields Primary School, we are committed to being an open, supportive and professional team who are committed to ensuring that every child succeeds.

We aim to create a positive atmosphere of trust, mutual respect and high expectations between pupils, staff, parents and other professionals.

We are determined to ensure that we provide a happy, safe and calm environment where children behave well and develop into confident, creative and independent learners.

This policy was developed in consultation with professionals and SENDcos from local cluster schools. This reflects the updated SEND Code of Practice, 0-25 guidance.

**Aim**

Children with SEND will be offered full access to a broad, balanced and relevant education. Appropriate long-term support and well-planned provision will enable them to reach expected outcomes and make at least good progress. The school will promote high expectations and aspirations for all children. All children will achieve success, develop confidence, build self-esteem, make positive contributions and improve children’s well-being.

**Objectives**

* Early identification and assessment of a child with SEND;
* Effective use of resources to meet children’s SEN;
* Clear documentation to record provision and monitor progress;
* To work with parents to gain a better understanding of their child and involve them in all stages of their child’s education;
* Where possible, pupils participate and are involved in the information gathering and reviewing process;
* Liaise with external agencies to maximise effective provision and assessment;
* Develop existing skills of all staff in the identification of and assessment of provision for children with SEND. Provide training and support as appropriate;
* Ensure that resources are deployed effectively to remove barriers to learning and impacts positively on pupils’ progress;

**Indentifying Special Educational Needs**

Children will have needs and requirements that may fall in to one of the 4 areas defined by the SEND Code of Practice, January 2015.

* Communication and interaction;
* Cognition and learning;
* Social, emotional and mental health;
* Sensory and/or physical.

In practice, individual children often have needs that cut across all these areas and their needs may change over time. At Bankfields Primary School, we identify and assess the needs of pupils by considering the needs of the whole child, not just their primary need.

The following are not classed as SEND, but we recognise the impact that they have on progress and attainment.

* Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND);
* Attendance and punctuality;
* Health, welfare and safeguarding;
* EAL;
* Being in receipt of Pupil Premium Grant;

**A Graduated Approach to SEND Support**

Teachers are responsible and accountable for the development and progress of all pupils in their class. In the first instance, children who are not making expected progress compared to their peers will be identified as an SEND concern by the class teacher. Initial concerns will be shared with parents and the SENDco.

High quality teaching, differentiated for individual pupils in the classroom is the first step in responding to pupils who may or may not have SEND. We believe that additional intervention and support cannot compensate for a lack of good quality teaching.

Bankfields school regularly and carefully reviews the teaching for all pupils, including those at risk of underachieving.

The second step is to implement well-planned interventions. The progress of individual children will be monitored over an appropriate period of time and compared to national data and expectations of progress. At this point, the SEND status of the child will be reviewed and advice from specialist services will be sought if necessary. Applications for statutory assessment will be initiated if appropriate. Parents will be consulted throughout the process, and the child’s views will be sought.

**SEN SUPPORT**

Where it is deemed that a pupil does have SEND, parents will be formally advised of this and the decision, and the pupil will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school to ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

**Assess**

**Plan**

**Do**

**Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupils grows.

**Assess**

This involves clearly analysing the pupil’s needs using the class teachers assessment and experience of working with pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. The pupil’s views and where relevant advice from external support services will be considered. Any parental concerns will be noted and compared with the schools information and assessment data on how the pupil is progressing.

**Plan**

Planning will involve consultation between the teacher, the SENDco and parents to agree the adjustments, interventions and support that are required. The impact on progress, development and or behaviour, that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/ approaches that are being employed and the outcomes that are being sought.

**Do**

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupils strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDco.

**Review**

Reviews of a child’s progress will be sought regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher in conjunction with the SENDco will revise the support and outcomes based on the pupil’s progress and development making necessary amendments going forward, in consultations with parents and the pupil.

**Managing Pupils Needs on the SEND Register. The process is administered and implemented using:**

* SEND register; reviewed and updated by SENDco
* SEND as a user defined group on SIMS to monitor progress;
* Provision maps; updated by class teacher.
* IEPs; Written and reviewed by class teacher.
* Measure of progress for interventions groups; responsibility of class teacher.
* Formal SEND reviews;(class teacher)
* Structured conversations (class teacher)
* SENDCO to provide support for all teaching staff.

Teachers are responsible and accountable for writing and updating provision maps working in partnership with parents and other agencies, which is overseen by the SENDco

The SEND budget will be managed effectively to provide appropriate additional support by the SENDco, Head teacher and SEND link governor. The SEND link governor will report progress to the governing body and Ofsted.

A range of agreed Local Authority documentation will be completed as appropriate, such as SARF, EHAS.

**Criteria for Exiting the SEND Register/Record**

If a child has:

* Demonstrated and maintained expected progress;
* Achieved targets set;
* Been discharged from additional, external support following multi-agency reviews;
* Demonstrated that there is no longer a need for intervention.

All children who have exited the SEND register will continue to be monitored for an appropriate period of time. Records will be kept securely and parents will be informed throughout the process.

**Supporting Pupils and Families**

Please refer to the SEND Information Report and Managing the Medical Conditions of Pupils which can be accessed on our website.

**Supporting Pupils at School with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. The school fully complies with the DfE guidance on Supporting Pupils with Medical Conditions. Please refer to the Managing the Medical Conditions of Pupils policy which is available on the school website.

**Training and Resources**

Funding for SEND is received from the following sources:

* Payment for pupils on the SEND register;
* Funding from EHCP;
* Pupil Premium;
* Additional money allocated from the school budget.

Funding is used to provide a range of appropriate resources and specialist CPD. Training is planned and organised according to specific need and performance management objectives.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDco to explain the systems and structures in place around the school’s SEND provision and practice and to discuss the needs of individual pupils.

The school’s SENDcos regularly attend the Las SENDco network meetings in order to keep up to date with local and national updates in SEND.

**Roles and Responsibilities**

The SEND governor has due regard to the SEND Code of Practice (0 -25) when carrying out its duties of special educational needs. The governing body endeavours to secure the necessary provision for any pupil identified as having SEND.

The nominated person for Child Protection is Mrs Patsy Petrie and the deputy nominated person for Child Protection is Mrs Emma Gatenby.

The head teacher is responsible for managing PPG and LAC funding.

**Role of SENCO in school:**

* *The SENDco is the key person who manages the day to day operation of this policy. The role encompasses the following:*
* *Co-ordinates the provision for and manages the responses to children’s SENDs*
* *Supports and advises colleagues.*
* *Oversees the records of all children with SEND*
* *Liaises with parents,*
* *Liaises with all external agencies and support services.*
* *Monitors and evaluates the SEND provision and reports to the governing body.*
* *Manages a range of resources, to enable appropriate provision for all children with SEN*
* *Ensures that the school is kept up to date with legislation and statutory requirements in respect of SEND provision.*
* *Contributes to the professional development of all staff.*

**Storing and Managing Information**

Each child has a SEND file which is locked away. Any relevant information will be shared with the classroom teacher.

Child Protection information is held separately in a locked cupboard. Please refer to the Child Protection Policy for more information.

All information held electronically is password protected.

**Reviewing Policy**

Due to the current climate of reform, this policy will be reviewed annually.

**Accessibility**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

For information regarding accessibility, please refer to the Accessibility Policy.

Written information that is normally provided by the school to its pupils can be provided in alternative forms. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable time frame.

If a parent needs to speak to key staff, an appointment will be made at the next possible opportunity.

**Complaints**

The school has a statutory complaints procedure. This policy can be found on the school website or is available upon request from the school office.

**Bullying**

The school has a statutory anti-bullying policy. This can be found on the school website or is available upon request from the school office.

***Every care has been taken in the compilation of this policy and the information provided is correct at the time of publication.***

***Any policies that have been referred to in this policy are available on the school website (***[***www.bankfieldsprimaryschool.co.uk***](http://www.bankfieldsprimaryschool.co.uk)***) or are available upon request from the school office. Written information that is normally provided by the school can be provided in alternative forms.***