



BOWERHAM PRIMARY & NURSERY SCHOOL

Bowerham SEN Policy and Report

Date: July 2021

Review date: July 2022

Stand tall, reach high, love learning



The Bowerham Primary and Nursery School community is proud to nurture aspiration, inspire love for life-long learning and prepare children for a changing society.

At Bowerham School we:

- Ensure all children have access to a fun and engaging, ambitious and creative curriculum that widens their life experiences
- Develop confident and independent learners with motivation, curiosity and a love of learning
- Ensure all children learn about and demonstrate the British Values of: tolerance, mutual respect, individual liberty, democracy and rule of law, while respecting differences including gender, ethnicity, religion and ability.
- Nurture, develop and challenge children to be aspirational and secure within themselves in order to prepare them for their future

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

- Equality Act 2010
- SEND Code of Practice 0-25 (2014)
- School's SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils 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 has been created by Bowerham Primary and Nursery School's SENCo with the SEN Governor in liaison with SLT, all staff and parents of pupils with SEND.

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SEND Governor: Vicky Haslam

Aims

All children are entitled to an education that enables them to make progress so that they can achieve their best and become confident individuals with fulfilling lives. At Bowerham

Primary and Nursery School, we endeavour to ensure that children with SEND get the support they need, take part in all areas of curriculum and fulfil their potential.

This policy is aimed at raising aspirations and expectations for all pupils with SEND. We aim to:

- Build upon the strengths and achievements of the child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEND are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work with the guidance provided in the SEND Code of Practice (2014)
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide support and advice to all staff, agencies and parents involved in the teaching and learning of pupils with special educational needs at our school.
- To ensure there is a clear understanding of the school's identification and provision of support for children with SEND.

Roles and Responsibilities

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist staff. All the staff at Bowerham Primary and Nursery School work together to ensure the objectives of this policy are met.

Miss Culkin is the **Inclusion leader** (SENDCo) and works closely with the **Head Teacher, Mrs J Banks, SLT and the SEND governor.**

Vicky Haslam is the named **governor for SEND** who ensures the operation of the school's Special Needs' Policy/ Profile.

Responsibilities of the Governing Body: - (in co-operation with the Head teacher)

- Determining the school's general policy and approach to provision for children with SEN
- Establishing appropriate staffing and funding arrangements
- Appointing a governor with special responsibility for SEN to monitor closely the school's work

Responsibilities of the Head teacher:-

- Managing all aspects of the school's work, including provision for those children with SEND
- Ensuring legislation surrounding SEND is adhered to

- Keeping the governing body fully informed
- Working closely with the school's Special Educational Needs Co-ordinator

Responsibilities of the SENCo include:-

- Coordinating provision for those children with SEND and ensuring that appropriate and timed intervention is improving the progress of children with SEND
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Ensuring liaison with parents and other professionals in respect of children with SEND
- Advising and supporting other practitioners within the school setting
- Ensuring that relevant background information about children with SEND is collected, recorded and updated and shared with relevant staff.
- Keeping all records of children with SEND up to date
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Responsibilities of the Class teacher and Non-teaching Staff include:-

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Passing on information regarding concerns and SEND to the SENDCo
- Collaborating with the SENDCo to decide the action required to assist the pupil to progress
- Working with the SENDCo to collect all available information on the pupil
- High quality, differentiated teaching at a level that will allow all the pupils to make progress
- In collaboration with the SENDCo, develop individual plans for SEND pupils as needed
- To include all pupils in the lesson
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

Identification of Special Educational Needs

At different times in their school life, a child may have a special educational need. The Code of Practice 2014 defines SEN as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age has a learning difficulty if he or she:
a, has a significantly greater difficulty in learning than the majority of others the same age, or
b, 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 or mainstream post-16 institutions."

At Bowerham Primary and Nursery School we take into account the needs of all our pupils.

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child.

Children with Special Educational Needs at Bowerham are identified through a variety of ways:

- **Quality Whole Class Teaching and Differentiation**

High quality teaching, differentiated for individual pupils, is our first step in responding to pupils who may have SEND. At Bowerham, we regularly assess the quality of teaching for all pupils, including those at risk of underachievement, to make sure that all the needs of our pupils are met. When a teacher has concerns about a child's progress or possible special needs, they will always speak to parents first and adapt their teaching to allow for the child's needs.

- **Whole School Assessment**

Every term the children in each year group are assessed through teacher assessment. Children who are achieving just below expectations and significantly below expectations are added to the year groups' provision map for the following term and staff ensure the needs of the children are addressed in the intervention planned for the following term.

Children who are achieving significantly below national expectation may be assessed by the SENDCo or our In-House Specialist teacher to ascertain their needs, following parental consent. This will inform either an individual or group intervention plan.

- **Teacher Observation**

A teacher may become concerned about a child who is not making their expected progress. At this point, the teacher will meet with parents/ carers to discuss their concerns. A Communication With Parents form or a 'Working Together' plan will be completed and the actions identified. This may lead to a conversation with the SENDCo regarding the pupil, which could result in an assessment of the child by the SENDCo, the school's In-House Specialist or an external agency to discover the child's needs and strategies the school could implement to support the child's needs.

- **Whole Year Group Tests**

There are a range of tests carried out in school that help to identify children with special needs such as:

- PIPS (Performance Indicators in Primary Schools- This tests what students arrive at school with, and what they gain during the year in terms of Reading, Maths and Phonological Awareness. It is not linked to the curriculum framework);
- GRT (Group Reading Test- This is designed to ascertain children's raw reading age);
- WELLCOM (This is a speech and language toolkit for screening and intervention in the Early Years);
- BEAM (Balance Education and Movement- A Motor Skills programme used for screening and intervention in the Early Years).

The results of these tests may help to identify children with SEN in school.

- **Internal Specialist Assessments**

At Bowerham Primary School we have a range of assessments available. Children may be assessed by the SENDCo or our In-House Specialist to identify their needs.

- **Outside Agency Assessments**

Children may be assessed by an outside agency such as:

- Speech and Language Therapists
- Occupational Therapist
- Physiotherapist
- Medical Services
- Educational Psychologist
- Social Services
- CAMHS

This assessment may lead to the identification of a Special Educational Need. In this instance, Bowerham Primary School will liaise with the agencies involved and the child's parents/ carers and plan the intervention or provision the child will need.

- **Parent Observations**

A parent may raise concerns of SEN with the school. The school will then meet with the parents and look at all the information they have about that pupil. This may result in being added to the SEND register or carrying out an in-house assessment to investigate the child's needs further.

Bowerham Primary and Nursery School is aware that a child may have other factors that impact on progress and attainment such as:

- Attendance and punctuality,
- Health and Welfare,
- EAL,
- Being in receipt of Pupil Premium Grant,
- Being a Looked After Child,
- Summer Birth Date.

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

At Bowerham we look at the "whole child" and work with families before we identify that a child has a Special Educational Need as set out in the Code of Practice (2014).

A Graduated Approach to SEN Support

The school is committed to early identification in order to meet the needs of children with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, PIPs, SATs or the use of PIVATS.

Teachers will then consult the SENDCo, pupils and parents to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and differentiation.

If subsequent intervention does not lead to adequate progress then the teacher will consult the SENDCo and parents to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEND Support. We seek to identify pupils making **less than expected progress** given their age and individual circumstances. 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
- widens the attainment gap
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

We use the three Waves model of support and have various resources available for each wave. For example:

Wave 1 (Whole Class)

Staff are all fully aware of the needs of their class and this is evident in clear differentiation in planning and teaching.

Wave 2 (Groups intervention)

For example:

Additional guided reading materials

Extra Literacy Support

Social groups- Socially speaking

Sunshine Club

Chatterboxes

Motor Skills groups

Wave 3 (Individual Intervention)

For example:

Precision Teaching

Daily paired reading

Individual Literacy Support

Teorodescu

Acceleread/ write

IDSS Specialist support

IDL

Children accessing support through Wave 2 or Wave 3 intervention are identified on the year group's provision map and may have a plan for their intervention. This is decided and evaluated termly. We look at all our children's needs and they may access provision even though they are not on the SEND register.

Pupil Profiles

Some children with Special Educational Needs do not require an intervention, but may need adaptations through an agreed approach to teaching and learning. This is to ensure that there is a clear understanding of how the child will learn best and what they may find hard. It is a "what works best for me" approach and may only need reviewing yearly ready for transition to the next year group. This may include a range of strategies. For example:

- a visual timetable
- regular Learning Rests

- clear instructions
- a red and amber card to show stress or lack of understanding
- use of a time out area

The Local Offer

The Local Offer introduces families to support and help in their local area. This may be the support we provide in school, but it could also be other services that could provide support for your child.

The Council's Local Offer can be accessed on the website www.lancashire.gov.uk/send

The school's Local Offer can be found on the school website.

Managing Pupils Needs on the SEN Register

Once a child has been identified with Special Educational Needs they will begin a cycle of Assess-Plan- Review.

Provision Maps

At the start of each term the class teacher and SENDCo map out any possible provision that children may need. This may be support within lessons or a planned intervention that takes the child out of lessons.

Individual Learning Plans

If it is agreed by teachers, parents and the SENCo that a child needs an individual intervention, an Individual Learning Plan will be put in place. This may be delivered outside the child's usual lessons and will be reviewed at the end of the agreed time. When the plan is reviewed, a new assessment will be carried out and the next steps will be planned.

All Provision Maps are reviewed half termly, alongside the ILPs, by all staff to evaluate the impact of the provision and to make changes where needed.

Annual Reviews

Children with a statement of SEN or an EHC Plan will have an annual review where all agencies involved with the child and family are invited. New yearly targets are set and agreed at the review and these targets are planned into the mapped provision for the child.

What happens if my child is still not making expected progress and does not have an EHC plan?

If we feel that the school is unable to fully meet the needs of a pupil through our own provision arrangements, then additional support through specialist services may be used to guide the school's provision. This will be discussed and agreed with parents before a referral is made to the agreed service.

Additional support (specialist teaching/assessment/advice and training) may be provided by the following agencies:

- Educational Psychologist
- Inclusion Support Service (LEIS)
- Early Years Inclusion Support Service
- Behaviour Support Service
- SALT – Speech and Language Therapy
- Occupational Therapy / Physiotherapy

- School Health – School Nurse & Medical Officer
- Local Health Authority- Consultant Paediatricians and GPs
- Child Psychiatrist
- Parent Partnership
- EMA, traveller
- Social Services

When additional advice is provided for children with SEN, the strategies and approaches proposed by these agencies are included in the child's provision. It is the job of the SENDCo to ensure that this is happening through regular reviews of the child.

There may be occasions where Parents access these services independently of school. Any advice the school receives from specialist services is reviewed by the SENDCo, child's class teacher and any other people involved with the child. These strategies and approaches are then included in the child's provision.

When may my child need additional funding and support through an Education, Health and Care plan?

If a child has received support from a specialist services and is still not making progress, we may need to start to think about the process of applying for an EHC plan (Education, Health and Care Plan). A CAF (Common Assessment Framework) may have been completed to ensure that all agencies and persons involved with the child are working together and that there is a clear picture of the child and their unmet needs.

Young people who may require an EHC plan will have complex needs which require complex arrangements. Most young people with special educational needs and disabilities will find that they do not need an EHC plan as they can access all the support they need locally from services identified within the 'Local Offer', such as SEND support in educational settings, and additional services from other contributors such as the County Council, health services, organisations, groups and charities

An Integrated Assessment, which could result in an EHC plan, may be required for children and young people with SEND aged 0 to 25 years when, despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress.

Before an EHC plan can be requested there would need to be evidence of a graduated response that shows the intervention provided by school and the Local Offer agencies. The family will have to have a CAF that has been reviewed by a TAF (Team Around the Family). From this review, the child may be assessed by an Educational Psychologist and a request for Statutory Integrated Assessment may be made through the SEND panel. If this shows the need for an EHC plan, then a co-production meeting will be planned and an EHC plan agreed. This process from the point of receiving an application may take up to 20 weeks.

The Local Authority carefully consider every assessment with due regard to individual circumstances.

To inform the decision the Local Authority will need to take into account a wide range of evidence, and should pay particular attention to:

- evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress;
- information about the nature, extent and context of the child or young person's SEN;
- evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person's SEN ;

- evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided ;
- evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

The process of applying and obtaining an EHC plan is a long process and can take up to two years before all the evidence needed is available.

Annual Review of the EHC Plan

All EHC Plans must be reviewed at least annually. The SENDCo initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what is working well for the child
- what is not working well for the child
- how best to support the child
- setting short term targets for them to achieve

Any amendments to the EHC Plan will be recorded. The SENDCo will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the Local Authority for amendments.

Transition Arrangements

Bowerham Primary and Nursery School provides an exemplary transition scheme to prepare children for their secondary setting. This is delivered through the year 6 PSHEE programme.

If a more focused transition programme is needed, school has developed a transition plan for children with special needs, which is carried out with the child, high school, family and support staff. This will initially involve a transition review. At this meeting targets are set and all persons involved in the transition are able to plan the smoothest transition for the child.

When a child with SEND moves schools before year 6, the SENDCo of the new school is approached and the needs of the child are discussed. Copies of all SEND information are sent to the new school when an address is provided.

Yearly, when a child moves to their new teacher, a teacher conference is held with their previous teacher to discuss any needs of the children in their class and to transfer paperwork. The new teacher may ask to meet with parents.

All classes move up to their new class in the final week of the summer term to help alleviate any stress the child may have about their new teacher and environment.

Supporting Pupils and Families

At Bowerham Primary and Nursery School, we work closely with pupils and their families. The SENDCo is available by email or phone and an appointment can be made to meet her. All class teachers are available to discuss their pupils' needs with their families at drop ins.

Teachers meet with families of children with SEND or other difficulties once a term and discuss what home can do to help the child's progress and what school will do. They also communicate through Showbie and Tapestry.

We feel that it is important that all children can talk to someone when they have concerns. All children have a trust buddy in school that they can talk to. This is an adult of their choice.

Consulting pupils with Special Educational Needs

Pupils are consulted by teachers at every step of the identification and intervention process. Teachers will discuss what is going to happen and ask pupils for feedback. Achievements by pupils are celebrated by the class.

If children have an EHC plan, they are asked to contribute to their annual review through a questionnaire. They can come to the meeting and discuss their needs and targets if they wish to. The children are given the option to attend and are made aware of what to expect.

Supporting Pupils with Medical Needs

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.

Many children with Medical Needs may not have Special Educational Needs or a disability. In all cases where medical needs may lead to Special Educational Needs and/ or Disabilities the SEND Code of Practice (2014) is followed in addition to the Medical Policy and Equality Statement.

The school's policy on medical needs can be found on the school website.

Accessibility

Each year the accessibility to the school curriculum, physical environment and written information is evaluated. This forms part of our Accessibility Plan.

Criteria for Exiting the SEN Register

If a child is making the progress expected by the school, they will exit the SEN register and will be monitored as a "Cause for Concern" until they meet expectations. This may still mean that they take part in some group interventions. When this may happen, parents and the child are consulted and the next steps are agreed.

Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Please see complaints policy.

Storing and Managing Information

All documents related to children with SEN are stored centrally in individual pupil files. This information is locked away.

Any up-to-date information that is needed for teachers or support workers is uploaded to CPOMS (internal information sharing system).

All information held by school is confidential and will only be shared with outside agencies after parental permission is granted unless the child is at risk.

Bullying

At Bowerham Primary and Nursery School we take a proactive approach to bullying through the PSHEE curriculum. Every class has an "I need to talk" box to highlight any concerns, all children have a trust buddy that they can talk to and circle time is regularly used in class to promote mutual respect of others. The children at our school are very inclusive and have a good understanding about the needs of others. We work very hard to ensure that all children feel that they have someone to talk to and that they feel safe.

Consequently, staff and governors at Bowerham Primary School endeavour to generate a culture of support and care among the school community.

For further information on our approach to bullying please read our Anti-Bullying Policy..

Admissions

Pupils with special educational needs will be admitted to Bowerham Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining our school from another school, Bowerham Primary School will seek to ascertain from parents whether the child has SEND. The previous school should ensure information is transferred within three weeks. If our school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum. The Admissions policy is available on the school website in [Policies](#).

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENDCo will meet with the SENDCo of the receiving school to discuss SEND records and the needs of the individual pupils.

Training and resources

Governors will ensure that there is a suitably qualified SENDCo who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress.

Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their statements and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by receiving regular updates from the Headteacher or the SENDCo.

The SENDCo will keep abreast of current research and thinking on SEN matters.

The SENDCo will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENDCo will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of the provision for all pupils with SEN or disabilities.

Funding received for an Education Health Care Plan is allocated to ensure appropriate provision.