# Blenheim Primary School
# SEND POLICY

In compliance with
Statutory Instrument : Special Educational Needs (Information) Regulations
(Clause 65)
and
Special Educational Needs and Disability Code of Practice (2015)

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# SEND Policy for Blenheim Primary School

## Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).** It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) January 2015

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEND Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

## Policy Links

This Policy links to other school policies:

For example:
Health Statement
Single Equality Statement
Behaviour
Child Protection Policy
Complaints
Inclusion policy
Intimate care policy
School Universal Offer - www.blenheimprimaryschool.com
Leeds Local Offer - http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx
Admissions Policy

## Inclusion Statement and Ethos

At Blenheim Primary School, we strive to create a vibrant, inclusive learning community where every individual feels safe, happy, respected and belongs to our community. We foster a culture of tolerance and mutual respect, ensuring that all children and staff are supported and challenged to reach their full potential. Our commitment to inclusion embraces all aspects of diversity, including gender, religion, age, economic background, disability, and ethnicity.

The holistic needs of each child are placed at the heart of our inclusive environment, where academic achievement and personal development are equally valued. Our pupils grow as confident, independent learners who are encouraged to ask thoughtful questions and reflect on their learning.

At Blenheim, we nurture a positive attitude toward learning, helping children to see mistakes as valuable opportunities for growth. Our aim is to develop resilient, curious learners who love learning, are intrinsically motivated, and leave our school empowered, confident, and eager to continue their educational journey.

Things we do:

- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.

- Designate a teacher to be responsible for co-ordinating SEND provision - the Special Educational Needs and Disabilities co-ordinator, or SENDCo.

- Inform parents when we are making special educational provision for their child.

- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.

- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse. We make every effort to

narrow the gap in attainment between vulnerable groups of learners and others.

- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners - we focus on individual progress as the main indicator of success.

- We strive to make a clear distinction between "underachievement" - often caused by a poor early experience of learning - and special educational needs.
    - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
    - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

- We have due regard to the general duties to promote disability equality.

## Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To ensure ALL pupils feel a sense of belonging to our school community
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2014)

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENDCO).

The SENDCO is responsible for reporting regularly to the Head teacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** - specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The name and contact details of the SEND co-ordinator.

Mrs Charlesworth - Russell

s.charlesworth@blenheimprimaryschool.com

Mrs Carter

a.carter@blenheimprimaryschool.com

Contact via the School Office: 0113 2930808

The name and contact details of the SEND Governor:

Anas Khitou

Contact via the School Office: 0113 2930808

## Provision for SEND

### Universal Provision:

**Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.**

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be adaptations of the usual school curriculum and not a special intervention for pupils with SEND.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

## Identification of SEND

There are 4 broad areas of need:

1. **Communicating and interacting** - for example, understanding spoken language, clarity of speech or appropriateness of interaction.
2. **Cognition and learning** - for example, where children and young people learn at a slower pace than others their age or have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy.

3. **Social, emotional and mental health difficulties** - for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.
4. **Sensory and/or physical needs** - for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

The three most commonly asked about special educational needs are **Autism Spectrum Condition, Attention Deficit Hyperactivity Disorder** and **Dyslexia**.

Our approach to these needs is as follows:

**Autism Spectrum Condition (ASC)** - ASC is a developmental disability caused by differences in the brain. Children with ASD will commonly have problems with social communication, interactions, restricted or repetitive behaviours and hyper-fixated interests. As a school, we are trained to identify the early signs of ASC and will have ongoing communication with parents about our observations.

Our SEN ethos has a range of techniques such as visual timetables, ear defenders, use of PECS (Communication Symbols) etc. that cater to their need. Should parents want to seek a diagnosis, this can be done by requesting a screening from their GP. Alternatively, parents can seek the support for screening and diagnosis from CAMHS, should they need it.

**Attention Deficit Hyperactivity Disorder (ADHD)** -
ADHD is a behavioural disorder that will often present with children appearing restless, having trouble concentrating and acting on impulse. Again, our curriculum uses a range of resources to ensure that children with ADHD receive equal opportunities within their curriculum. These resources include movement and sensory breaks, wiggle cushions and a tailored timetable to suit their ADHD needs. Diagnosis and screening should be requested through the local GP where the school will be given the opportunity to share their input on the diagnosis.

**Dyslexia** - As a school, we strive to be inclusive of dyslexia rather than seek diagnosis. We adopt a dyslexia approach to our curriculum through the resources and techniques used to implement a holistic curriculum. High quality teaching strategies and tailored interventions will be used to support progress in children who are

not meeting age-related expectations. If parents are still concerned regarding dyslexia, parents may discuss this with their GP but please be advised that due to the difficulties in identifying dyslexia signs and symptoms, GP's will commonly advise implementing dyslexia screening from the age of 9 years old.

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

- The analysis of data including entry profiles, Foundation Stage Profile scores, "A Language in Common" assessment, reading ages, other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- Following up parental concerns
- Tracking individual children's progress over time,
- Liaison with feeder nurseries on transfer
- Information from previous schools
- Information from other services
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENDCO.
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen SEND to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.

## Identification, Assessment and provision

Provision for children with special educational needs is a matter for the whole school. All teachers are teachers of children with special educational needs and teaching such children is, therefore, a whole school responsibility.

At the heart of each class is a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. This 'graduated approach' takes the form of a four-part cycle -Assess, Plan, Do, Review. The

majority of children will learn and progress within these arrangements, but those children whose attainment falls significantly outside the expected range may have special educational needs. This cycle is reviewed and updated throughout the year.

Children who are performing 1 full level below age related expectations (ARE) are identified as children with SEND in terms of cognitive and learning development (these levels are recorded in line with the school's assessment data collector; Insight)

For example: If a child at the end of Year 2 achieves a level 1.6 in Maths (Age-related expectations would be 2.6) then an individual learning plan/support plan will be discussed and written to help that child meet their full potential.

## Blenheim Primary 4 Stage Graduated Approach

### Stage 1 - Keep Up

Pupils who are working below national expectations or those that are not making expected progress will be targeted for keep up.

### Stage 2 - Additional Support (including adaptations)

The triggers for intervention through additional support could be the teacher's or others' concerns, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of difficulty;
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not alleviated 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 despite the provision of a differentiated curriculum.

### Stage 3-External Support

The school's Educational Psychologist (EP) or any other assessing professionals should be involved in considering whether to proceed to Stage 3. They should be provided with up-to-date information about the pupil, including all previous interventions, ISPs and targets set. At Stage 3 external support services, both those provided by the Local Authority and by outside agencies, will usually see the child in school if that is appropriate and practicable, so that they can advise teachers on appropriate targets and accompanying strategies.

The triggers for Stage 3

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions/adaptations put in place at stage 1 and 2 have had little or no impact on learning or progress.

## Progression to Statutory Assessment- Stage 4 Education Health and Care Plan (EHCP)

If after advice from the Educational Psychologist or other professionals, the school and parents consider that help is needed from outside the school's resources, the Special Needs and Disabilities Coordinator (SENDCO) completes the form requesting an Education Health Plan from the Local Authority (LA). Once the Local Authority (LA) receives a request for

assessment, a SEN Casework Officer from the council will arrange a call to discuss the request and provide information about what the assessment will involve. The council may need to ask professionals involved to provide advice and evidence of their interventions. Within six weeks of the request, a Multi-Agency Panel (MAP) is held to discuss the request and decide whether or not to proceed with the Education Health and Care plan (EHCP) Needs Assessment. The child/young person and family are invited to this meeting, along with the professional who made the initial request. If it is decided not to proceed with the EHCP Needs Assessment, the family are signposted to alternative sources of support via the Local Offer.

## Children with complex needs

As a highly inclusive school we are constantly adapting our provision to ensure the curriculum meets the needs of our pupils. Most pupils work in class alongside their peers, in the Acorn hub or at breakout stations around the school. All pupils with complex needs have an ISP which is used to communicate their needs to all. These are displayed in the children's classroom or workspace. If your child's needs cannot be met and require a specialist approach, the SENDco will discuss this with you.

## Monitoring and Evaluation

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

- classroom observation by the SENDCO, and SLT leaders.
- ongoing assessment of progress made by intervention groups
- work sampling
- Maintaining of planning and SEND files
- teacher review meetings with the sendco's
- informal feedback from all staff
- pupil interviews when setting new targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring targets, evaluating pupils' progress.

- attendance records.
- regular meetings about pupils' progress between the SENDCO and the head teacher
- head teacher's report to parents and governors
- Staff training to ensure adaptations are in place to support needs to the fullest extent possible.

## Additional SEND Provision:

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2015.
- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support (but may be on the school's provision map).
- In keeping with all vulnerable learners, intervention/adaptations for pupils on the SEND list will be identified and tracked using the whole-school provision map.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

## Education Health and Care Plan:

- Pupils with an Education Health and Care Plan (EHCP) will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their plan.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local LCC policy and guidance - particularly with regard to the timescales set out within the process.

## Roles and Responsibilities

### Class teacher

- liaising with the SENDCO to agree:

    - which pupils in the class are vulnerable learners
    - which pupils are underachieving and need to have their additional interventions monitored on the provision map - but do not have special educational needs.
    - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEND list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with EHC Plans)

- securing good provision and good outcomes for all groups of vulnerable learners by:
    - providing adaptive teaching and learning opportunities.
    - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEND Code of Practice 2015)
    - ensuring effective deployment of resources s including teaching assistant support - to maximise outcomes for all groups of vulnerable learners

## Special Educational Needs Coordinator

In line with the recommendations in the SEND Code of Practice 2015, the SENDCO will oversee the day- to-day operation of this policy in the following ways:

- Overseeing the day-to-day operation of the school's SEND policy; q/ coordinating provision for children with SEND.
- Liaising with the relevant designated teacher where a child looked after pupil has SEND
- Advising on a graduated approach to providing SEND Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of children with SEND

- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies.
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school or maintained nursery keeps the records of all children with SEND up to date.

## Head teacher

- the head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENDCO).
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
    - analysis of the whole-school pupil progress tracking system
    - maintenance and analysis of a whole-school provision map for vulnerable learners
    - regular meetings with the SENDCO
    - discussions and consultations with pupils and parents as appropriate.

## Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Leeds SEND Information and Advice Support Service available as part of the Local Offer.

## Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
- self-review their progress and set new targets
- (For some pupils with special educational needs) monitor their success at achieving the targets on their Individual Plan.

## Partnership with Outside Agencies

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care.
- We seek to respond quickly to emerging need and work closely with other agencies including:
    - Targeted Services Lead
    - CAMHS
    - SENSAP
    - Educational Psychology Service
    - SENIT
    - Leeds SENDD Information Advice Service
    - Sensory Impairment team
    - Local NHS services
    - Early Years SEND support service (Inc. Portage team)
    - Multi-agency safeguarding hub
    - Speech and language Therapy
    - Impact North Psychotherapy service
    - AIP (Area Inclusion Partnership)

- In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc).

- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENDCo or Designated Teacher for CLA, but in some cases it can be another member of staff who we have identified as a key worker.

## Arrangements for Transition

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEND support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

- A transition timeline will be produced, with specific responsibilities identified.

- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days/weeks" to the next phase but may also be offered additional transition visits.

- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

- Parents will be given a reliable named contact at the next phase provider with whom the SENDCo will liaise.

## Admission Arrangements

No child will be refused admission to school on the basis of their special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority)

## Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENDCO, then if unresolved, by the head teacher. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

## Links with other services:

Effective working links will also be maintained with:

Complex Needs Team
http://www.leeds.gov.uk/residents/Pages/Welcome-to-Leeds-City-Council-complex-needs-service.aspx
Contact number: 0113 395 1039

Educational Psychology Service:
http://www.leeds.gov.uk/residents/Pages/Educational-psychology.aspx
Contact number: 0113 395 1176

Social Services: http://www.leeds.gov.uk/residents/Pages/Children-Social-Work-Services.aspx
Contact number: 0113 222 4403

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

- Information on where the local authority's local offer is published.

https://www.leedslocaloffer.org.uk/