



BURTON ROAD PRIMARY SCHOOL

SEND Policy 2024



Introduction

At Burton Road Primary School, we recognise the definition of 'Special Educational Needs' to be:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. 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 school or mainstream post – 16 institutions.

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

(Clause 20 Children and Families Act 2014) (SEN Code of Practice 2014, 1.8)

The principles of SEND at Burton Road Primary School are:

- A pupil with SEND should have their needs met.
- Pupils with SEND should be offered high quality provision within an inclusive curriculum, differentiated and personalised to their needs to remove barriers to learning.
- The views of the pupil and their families should be sought and taken into account, enabling them to participate in decision making.
- Early identification of SEND needs of pupils in order to make the best possible progress for the pupil.
- Working together with outside professionals in education, health and social care to provide the best support for the SEND pupils within the school.
- Helping SEND pupils to prepare for adulthood.

Objectives that we view to be essential when progressing SEND needs within the school:

- The school will manage resources to ensure all pupils' needs are met.
- A pupil's special educational needs will be identified early.

- All those responsible for or involved in SEND provision take into account the views and wishes of the pupil.
- The school and parents will work in partnership in identifying and meeting individual needs.
- Provision and progress will be monitored and reviewed regularly through provision mapping systems, termly SEND reviews and termly assessments.
- The school will involve outside professionals when appropriate
- EHCPs will be reviewed annually in line with regulations as set out by the LA.
- Appropriate training will be provided for those involved in the implementation of SEND within the school.

How this policy will contribute to meeting the objectives

The effectiveness and appropriateness of the policy will be continuously monitored by the SENDCo in conjunction with the SEND Representative from the Governing Body. The use of resources, identification of SEND, appropriate intervention planning as part of the provision mapping process, SFP effectiveness and quality, pupil progress, pupil participation, parents links, statutory annual reviews, referrals for Education, Health and Care Needs Assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly. In addition the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

Mrs Hannah Schofield is the current SENDCo within school. Mr. Paul Robson is the current governor with responsibility for SEND.

The Role of the SENDCo at Burton Road Primary School

- Strategic development of SEND policy/provision liaising with head teacher, Senior Management Team and the Governing Body.
- Day to day responsibility for policy/provision.
- Offering professional guidance to teachers.
- Developing effective ways of overcoming Barriers to Learning.
- Sustaining effective SEND teaching through analysis/assessment of needs, analysing provision mapping systems, monitoring quality of SEN teaching and SMART target setting in the School Focused Plan for SEND pupils.
- Collaborating with curriculum coordinators to ensure and Inclusive curriculum.
- Offering support to LSAs delivering programs relating to a pupils SEND needs.
- Overseeing records such as class files, SFPs, termly review paperwork and provision mapping tracking sheets.
- Liaising with parents, sustaining positive relationships with parents and offering an 'open door' SEND policy to enable parents to voice any worries or concerns they may have.
- Liaising with other school SENDCos when pupils who have identified SEND needs join our school from different settings to facilitate a smooth transition.
- Contributing to continuing professional development (CPD) of school staff.
- Liaising with external agencies to access relevant advice and support for SEND pupils.

- Use of IT management systems to track progress of SEND pupils within the school.

Burton Road Primary School has no specialised units or specialist teachers for SEND. When specialist support is needed, we request help and support from external agencies to enable the pupil to continue to make the best possible progress. Several members of staff have received specialist training for SEND pupils: autism, dyslexia, gross and fine motor skill development, Thrive training and individual speech programs. Burton Road Primary school is designed on two floors. Access is ramped to the upper floor. There is a lift that can be used to move from one level to another within the building. The school has one toilet suitable for the disabled. Further details regarding the school, disability and disability access can be read within the School Access Policy.

Information about the identification, assessment and provision for all pupils with special educational needs

Provision

SEND provision is funded largely from the schools overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. Additional funding is provided annually by the Local Education Authority on the basis of data submitted to them for their audit of SEN arrangements as part of the school census. The school submits data to the LA throughout the year and the LA will adjust funding retrospectively

Identification and assessment of pupils with special educational needs

At Burton Road Primary School and in line with the 2014 Sen Code of Practice the following graduated response will be made to pupils who have SEN.

Initial action by class teacher

- Use existing information as a starting point and provision mapping systems to track pupil progress within literacy and numeracy.
 - Raise pupil as a concern to School SENDCo.
 - Highlight key areas of skills to support in class.
 - Use additional assessment tools such as reading tests, BPVS testing etc. to identify what child knows, understands and can do.
 - Ensure ongoing observation/assessment provides feedback and basis of next steps.
 - Use of suitable interventions to help progress pupils' key skills.
 - Involve parents to discuss any underlying concerns they may have.
 - Involve pupils in discussion of how best to help them in school.
 - Use of inclusive curriculum and adaptation of learning environment if required.
 - Continued delivery of high quality provision.
 - Register of Initial Concern form started and notes made of any actions taken.
- The initial actions by the class teacher should then be closely monitored to identify those who are still not making sufficient progress. At this stage and through further discussion with parents and School SENDCo, the decision may be made to place the pupil on the SEND register within the school. The initial stage at which the pupil can be placed is Sen Support.

Sen Support

- Trigger is concern, underpinned by evidence, that despite differentiation and other relevant interventions, pupil still finds learning difficult and he/she is academically achieving less than his/her peers.
- Discussion with parents to decide if pupil is to be placed on the school SEND register.
- If parents are in agreement, pupil to be signed on SEND register and parents will be invited to termly SEND reviews to discuss their pupil's progress.
- Class teacher/SENDCo to discuss pupil, look at existing information and agree ways forward to allow pupil to progress.
- SENDCo takes lead in giving further advice, use of additional assessment tools and planning future support.
- Relevant interventions triggered for pupil and a School Focused Plan to be written.
- School Focused Plan will contain SMART targets for each SEND pupil which will be reviewed as part of the Assess Plan Do Review Cycle as detailed in the SEN Code of Practice.
- Close monitoring of interventions and pupil progress will be undertaken.
- Decision made through discussion with class teacher, SENDCo and parents to refer pupil for advice and support from outside agencies.
- Relevant external agencies contacted and referrals made and existing assessment records shared.
- Some pupils, due to the complexity of their needs will start on the School SEND Register and outside agency help will be requested immediately.
- In school, we view a School Focused Plan to be essential at this stage and the SMART Outcomes on the School Focused Plan will incorporate outside agency advice and small steps will be agreed to allow the pupil to make the best possible progress.
- School SENDCo and class teacher to meet to discuss a range of teaching approaches and materials that may be used including ICT.
- School Focused Plan to be reviewed termly and updated when advice and support given from outside agencies.

School Focused Plans

Any arrangements which are **additional to or different from** that which is normally available in class and to help the pupil make progress will be recorded on School Focused Plans (SFPs), which will achieve the following:

- Raise achievement of pupils with SEND
- Be seen as a working document
- Use a simple child friendly format
- Detail provision 'additional to' or 'different from' that generally available for all pupils.
- Detail SMART outcomes which are 'extra' or 'different' from those for most pupils.
- Be jargon free and comprehensible to all staff and parents
- Help pupils monitor their own progress
- Result in high quality provision being delivered by staff
- Result in the achievement of specified learning goals for pupils with SEND
- Follow the Assess, Plan, Do, Review Cycle to achieve the best results for SEND pupils.

When writing a School Focused Plan, teachers are advised:

- Focus on SMART Outcomes set to help meet individual SEND needs of the pupils.
- Outcomes should relate to key areas in communication and interaction, learning and cognition, social, emotional and mental health and physical and sensory needs .
- Strengths and successes should underpin outcomes and provision
- Set SMART targets for the pupil

- A range of suitable teaching strategies and provisions to be used
- State when the plan is to be reviewed
- State outcomes and impact as part of the ongoing APDR cycle.

When reviewing a School Focused Plan, teachers should consider the following:

- Impact made as part of the APDR cycle
- Parents' and pupil's views
- Effectiveness of the SFP
- Any specific access issues that impact on progress
- Any updated information and advice
- Future action, including changes to outcomes and provision

Request for an Education Health and Care Needs Assessment

Where pupils do not make sufficient progress in despite of the school making purposeful and relevant interventions, it may be appropriate to request that the Local Authority through its EHC Team carry out an Education Health and Care Needs Assessment. The LA will seek evidence from the school that any outcome or provision implemented for the child in question has been continued for a reasonable period of time without impact and that alternatives have been tried. Schools must follow the Graduated Approach and complete the Assess Plan Do Review Cycle. The LA will need information about the child's progress over time, and will also need clear documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any specific resources used, referral to outside agencies or special arrangements put in place. In preparing a request the school will involve the parents, pupils and outside agencies.

Pupils with an Education Health and Care Plan

If, once an Education Health and Care Needs Assessment has been submitted and the LA find there is a need to assess the complex SEND needs of the pupil, then the LA will gather further advice from all relevant parties involved with the pupil and an Education Health and Care Plan may be written. Additional funding will be made available to the school to complement and supplement the school's resourcing. The amount given will be related to the provision provided by the school as detailed on the pupils provision map minus the element 2 funding. The school, on receiving the Final Education Health and Care Plan will then work towards the Outcomes detailed within the EHCP and complete annual EHCP reviews.

Annual EHCP Reviews

Annual SEN reviews for pupils with EHCPs will be carried out in accordance with advice from the EHC Team as part of the Directorate for Children, Young People and Families at Barnsley Metropolitan Borough Council. The relevant professionals, parents and school staff will be invited to these meetings to analyse pupil progress, review the EHCP and agree outcomes for the coming year.

At Burton Road Primary School we recognise that differentiation of the curriculum is a key factor in pupil's with SEND achieving their potential and making good progress.

In planning for differentiation teachers may consider:

- ensuring the child's strengths are used to build confidence, self-esteem and maintain pupil motivation
- using a multisensory approach to give pupils the opportunity to learn effectively by attuning to their individual needs.
- helping pupils overcome learning difficulties by, for instance, supplying frequent spoken instructions for children with reading difficulties
- including work recorded in alternative formats
- employing active learning strategies giving pupils first hand experience
- matching demands to levels of attainment
- providing a range of activities to ensure participation
- providing similar work for a group but allowing different outcomes
- using a clearly defined step by step approach promoting gradual development of concepts and skills.
- using jargon free, unambiguous language starting from the child's own language, introducing words as needed.
- using pre and post learning strategies to help embed curriculum knowledge
- allowing sufficient repetition to consolidate skills and allowing time for reflection
- ensuring that the pace of the lesson takes account of the differences between individuals.

Options for Differentiation

Presentation

- simplifying verbal instructions and demonstration
- use of visuals to help SEND pupils
- writing down and leaving instructions up after saying them
- reading aloud key text/instructions before child reads them
- putting up a glossary of word meanings for difficult vocabulary
- simplifying written work cards and texts
- supplementing information in books with tapes, video, pictures, charts, diagrams.

Approach to learning

- choosing more motivating activities by linking tasks to children's interests.
- dividing longer pieces of classroom work into shorter tasks each with own endpoint
- increasing use of active learning approaches brainstorming, drama, role play, card sorts, making posters, display, group discussion, group problem solving.
- providing opportunities for repetition and reinforcement same activity presented in different ways, reviewing earlier learning regularly.

Response

- using alternatives to written recording, oral presentation, tape, video, dictation to helper, drama, picture diagram flow chart, PC aided recording
- providing prompt sheets for writing, questions to answer, key words for each section, sentences or paragraphs to put in correct order
- cloze procedure
- co-operative writing, groups or pairs

At Burton Road Primary School we follow the principles set out in the National Curriculum statement on Inclusion:

a) Setting suitable learning challenges

- Choosing, knowledge, skills and understanding from previous key stages so that individuals can make progress and show what they can achieve, focusing on key aspects where there are time constraints.
- Identifying any gaps in pupils' learning and making arrangements to deal with them.
- Providing a much greater degree of differentiation in planning work to fit in with the programmes of study.
- Where pupils' attainments are significantly low, schools will have to demonstrate that they have planned sufficiently challenging work within each subject.

b) Responding to pupils' diverse learning needs

- Schools will have to demonstrate that they have set high expectations and provided opportunities for all pupils to achieve.
- Teachers need to demonstrate that they are aware that pupils bring to school different experiences, interests and strengths and that consideration of these has been reflected in their planning.
- Teachers should provide evidence that they have planned their approaches to teaching and learning so that pupils can take part in lessons fully and effectively.
- Teachers should demonstrate that they have taken specific action to respond to pupils' diverse needs by:
 - a) creating effective learning environments and securing their motivation.
 - b) providing equality of opportunity through teaching approaches.
 - c) using appropriate assessment approaches and setting targets for learning

c) Overcoming potential 'Barriers to Learning' and assessment

- Curriculum planning and assessment should show that account has been taken of the type and extent of difficulty that is experienced by the child.
- Where appropriate there needs to be evidence that pupils have access to specialist equipment, teaching approaches or alternative or adapted activities, as advised by external specialists.
- Teachers should demonstrate that they have taken specific action to provide access to learning by:
 - a) providing for pupils who need help with communication, language and literacy
 - b) planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
 - c) planning for pupils' full participation in learning and in physical and practical activities
 - d) helping pupils to manage their behavior by using restorative practice, to take part in learning effectively and safely
 - e) helping individuals to manage their emotions, particularly trauma or stress through the use of Thrive intervention to enable take part in learning

At Burton Road Primary School we will ensure, in line with the principle of inclusion that:

- All pupils are achieving as much as they can, deriving the maximum benefit according to their individual needs.

- If certain groups or individuals are not achieving as much as they can then we will find out why this is.
- We are aware of differences between groups and individuals in terms of teaching, learning and curricular access and can state clearly the action we will take.
- The action taken will be monitored carefully to ensure that all pupils are included in all aspects of the school.
- There should be specific action to promote racial harmony and to address racism, sexism and other forms of discrimination.

Teachers should therefore:

- Be aware of the experiences of different groups and incorporate this in their planning. They should be clear about what they want different groups to learn.
- Learning targets and tasks should be adapted and modified to match lesson objectives, and learning should regularly be checked against these targets.
- When working with pupils with learning difficulties they should use appropriate language, make sure reading materials are pitched at an appropriate level, and that tasks are modified or ICT is used to enable pupils to communicate what they want to say in writing.
- When working with pupils from a variety of cultural backgrounds they should ensure that the work provides positive images of different cultures
- Challenge stereotypes and stereotypical activities
- Show respect to pupils by using culturally sensitive language and be aware of cultural differences.
- Show that they don't condone racism or bullying

Monitoring and Evaluation

At Burton Road Primary School, we will regularly monitor and evaluate SEND in our school by gathering information on the following aspects:

- Number of pupils with SEND, expressed as a percentage of the school roll, and any changes to the level of support they receive.
- The level of support pupils received and the amount of progress they make
- The 'value added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools.

This data will then be used to evaluate how successful the policy has been and to set an agenda for further developments. Complaints about any aspect of the SEND policy will be dealt with in the same way as any other complaint against the school.

Information about the school's staffing policies and partnership with outside agencies.

The professional development of all staff involved in attuning to and meeting the needs of pupils with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school.
- Professional development sessions and twilight sessions on relevant subjects provided by staff from outside agencies.

Outside Agencies

At Burton Road Primary School we have strong links with outside agencies and we regularly refer to them for advice and support for our SEND pupils. The school Senco will be responsible for co-ordinating the involvement of these agencies with our SEN pupils. The outside agencies we use currently are:

Inclusion Services - Educational Child and Community Psychology Services
Communication and Interaction Team, Sensory Team
School Health Services – Paediatrician, Speech and Language, 0-19 Public Health Nursing Team, Physio/O.T., Audiology, CAMHS
Medical Service Links outside School Health such as links to specialist at Sheffield Children's Hospital etc.
Positive Regard, Compass, TADS, Barnsley Bereavement Service, Education Welfare,

Parental permission is required before involving outside agencies with pupils on our SEND register.

Parents

At Burton Road Primary School we operate a successful 'open door' policy for parents and we encourage parents to pop in and discuss any issues they may have with regard to the special educational needs of their child.

We recognise that all parents of SEND pupils should be treated as partners. They should be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEN framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision making processes about special educational provision.
- signpost parents to the Barnsley SEND local offer

<https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/send-local-offer/>

To make communications effective with parents we will strive to:

- acknowledge and draw on parental knowledge and expertise in relation to their

child

- focus on the child's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

Pupils

The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil. To participate in decision making children need information and support so that they can work towards:

- Understanding the importance of the information
- Expressing their feelings
- Participating in discussions
- Indicating choices

To facilitate pupil participation in decision making, school staff need to:

- Give information and support
- Provide an appropriate and supportive environment
- Learn how to listen to children
- Allow children to be encouraged to participate in all decision making processes in their education, including the setting of learning targets and contributing to SFPs, discussions about choices of schools, contributions to the assessment of their needs and annual reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued.

Transition of Pupils with SEND

At Burton Road Primary School we try to facilitate as smooth a transition of Pupils with SEND as possible, either entering or leaving our school as we recognise that transition to a new environment can be extremely stressful. Close liaison is undertaken with receiving and sending schools prior to transfer. Contact is coordinated by the SENDCo and meetings and discussions with other school SENDCos are held to enable smooth transition. When a child is transferring to secondary school, preliminary and additional visits can be arranged for pupils with SEND to make the transition comfortable for the pupil. If a pupil has an EHCP then an extra transition review will be co-ordinated by the School SENDCo and the Secondary School SENDCos will be invited and extra transition visits will be arranged as needed.

This policy will be reviewed and updated every three years. The SENCO will also report annually to the Governing Body concerning the effectiveness of the policy.

Legislation relating to this SEND policy

This policy is constructed in line with the special education needs requirements set out in statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

Reviewed: September 2024

Agreed by Governing Body:

Signed by Chair of Governors: _____ Date: _____

Signed by Headteacher: _____ Date: _____