



## Old Buckenham Primary School & Nursery

### SEND Policy

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## **Old Buckenham Primary School & Nursery SEND Policy**

Welcome to our SEND Policy, which is part of the Norfolk Local Offer for learners with Special Educational Needs & Disabilities (SEND).

All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the local governing body's or the proprietor's policy for pupils with SEND.

This information is updated annually.

At Old Buckenham Primary School & Nursery we value all members of our school community.

Our local offer has been produced with pupils, parents and carers, governors, and members of staff. We welcome your comments on our offer, so please do contact us.

The best people to contact are:

Tom Grass (SENDCO)

Helen Mitchell (Head Teacher)

### **Our Approach to Teaching Learners with SEND:**

At OBPSN, we enthuse all to become lifelong learners equipped for the future by providing an excellent and inspirational education through a welcoming, safe, happy and supportive community. We aim to create a positive learning environment which is flexible enough to meet the needs of all members of our school community, both children and adults, regardless of ability, race or gender. We monitor progress of all learners and staff continually assess ensuring that learning is taking place.

We aim to work together for the benefit of all those who come to our school, including those with additional needs.

We value:

Learning for all.

### **How We Identify SEND:**

At different times in their school life, a child or young person may have a special educational need.

The Code of Practice defines SEND as follows:

“A child or young person has SEND 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 or a young person has a learning difficulty or disability if he or she:

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- 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.

A child may have SEND if:

- His/her progress is significantly slower than that of their peers
- His/her rate of progress has dipped. In this case, information will be gathered, including seeking the views of parents, the pupil and teachers as well as assessments.

There can be a many reasons for learners 'falling behind.' These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile shows by stating the number of children with SEND at the school and a breakdown of the needs in percentages:

- Cognition and Learning (including maths, reading, writing and spelling etc.)
- Communication and Interaction (including speech and language difficulties and problems with social interaction)
- Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing)
- Social, Emotional and Mental Health difficulties (including ADHD, depression, and attachment issues)

What should I do if I think my child may have special educational needs?

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Head teacher to discuss your concerns.

### **What We Do to Support Learners with SEND:**

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we are proud of our teachers and their development.

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-pads, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on

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the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake to support learners with SEND across the year groups. We modify the provision map termly, and it changes every year, as our learners and their needs change.

We work with other schools in our MAT. We share our provision map and assessment tools to learn from each other, develop a wider understanding of different SEND, and share training opportunities. We are also able to promote consistent practice across all the schools in our cluster ensuring equality of opportunity.

Our Governors ensure that we monitor the impact of these interventions on learning across the school. Our SENDCO addresses the Governing Body each half-term with an update on matters regarding SEND.

When providing support that is 'additional to' or 'different from' we engage in a four stage process: Assess, Plan, Do and Review:

Assess – we consider all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan – how we can identify the barriers to learning and intended outcomes, we work out what additional support will be provided to help overcome those barriers. All of this information is recorded and is reviewed termly, with the parents.

Do – providing the support – extra assistance for learning or learning aids – as set out in the plan.

Review – We measure the impact of support, and consider if changes need to be made after a term, by assessing the previous terms support.

All of those involved – learner, their parents or carer, teacher and SENDCO - contribute to this review. If necessary, a new cycle (Assess, Plan, Do & Review) can begin.

This additional support, (often called 'intervention') will be tailored to meet the child's needs, and will target the area of difficulty. It may happen in class or in another area of the school, occasionally on a 1:1 basis but more often as part of a small group of learners with similar needs. These 'interventions' may be run by a teacher or a trained teaching assistant. The support provided, and its impact, will be monitored closely and shared regularly with the child and with their parents or carers.

At OBPSN we take the responsibility to oversee the social and emotional development of all our learners seriously. This includes taking steps to prevent bullying (further information can be found in our Anti-Bullying policy). From time to time, some pupils,

including those with SEND, require extra pastoral support and we make arrangements for them to share their views and worries.

A small number of learners may require access to technology e.g. modified ICT equipment, recording devices etc. While the majority of learners with SEND will have their needs met in this way, some may require an Education, Health & Care Plan (EHCP) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan (replacing the old 'Statement of SEN').

### **Funding for SEND:**

OBPSN receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum. The amount of funding we receive each year will be stated clearly here once we are opened.

Any additional funding to support learning needs to be applied for to the Local Authority. This is assessed on a case by case basis.

### **How We Find Out if This Support is Effective:**

The interventions used will be those that are proven to make a difference for most learners.

A baseline assessment is the starting point for an intervention. From this we can measure progress made by a child – and set a target outcome. Regular reviews will take place. These termly reviews will involve children, their parents or carers, and class teachers, with a record kept of agreed actions on their Personal Profile.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve:

- speech & language therapy services,
- sensory support,
- access through technology
- occupational therapist,
- physiotherapist,
- a specialist learning support teacher or educational psychologist
- health services such as a paediatrician.

Where a child has an EHCP, there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

Monitoring progress is an integral part of teaching and leadership within OBPSN. Parents/carers, pupils and staff are involved in reviewing the impact of interventions

for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCO, teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

The SENDCO collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We are also part of the SET moderation group so can ensure that our judgements stand up to scrutiny. Our school and SET data is also monitored by the Local Authority and Ofsted.

### **Other Opportunities for Learning:**

At OBPSN, we believe all learners are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.

The Equality Act 2010 places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."

### **Section 1(1) Disability Discrimination Act 1995**

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation

### **Preparing for Next Steps**

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that this 'moving on' can be difficult for all children, but especially so for a child with SEN and/or disability. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

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Planning for transitions within school will take place in the Spring Term review meetings; for transition to secondary school, planning will take place in the autumn Term of Year 6 to ensure adequate time for planning and preparation.

During Year 6, information – previously agreed with parents – will be shared with the SENCO at the secondary school. This information will outline needs and support that has proven effective. Where possible, children will visit their new school on several occasions and, in some cases, staff from the new school will visit him or her at WHF.

### **Have Your Say**

Old Buckenham Primary School and Nursery is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN policy declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please let us have your comments on the school's policy as set out above.

### **Useful Links:**

Norfolk Local Offer <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

EHCP information <https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

Norfolk SEND Partnership <https://www.norfolksendpartnershiass.org.uk/>

SEND Guide for parents <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>