

Bourton on the Water Primary Academy
SEND Policy Statement 2022

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| Governors' Committee Responsible: | Staff and Pupils Committee |
| Governor Lead: | Helen Gainford |
| Nominated Lead Member of Staff: | Mrs L Connor |
| SEND Co | Mrs L Connor |
| Status & Review Cycle: | Statutory Annual |
| Next Review Date: | September 2023 |

Introduction

Bourton-on-the Water Primary Academy values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The Academy works to raise attainment, maximise achievement and promote inclusion for all pupils.

All children and young people with SEND are valued, respected and equal members of the Academy. As such, provision for pupils with SEND is a matter for the Academy as a whole, including the governing body. All teachers are teachers of pupils with SEND.

Objectives

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND or those requiring additional support.
- To provide an appropriate learning environment that meets the specific educational needs of each child and enables them to work to their full potential.
- To ensure that the needs of pupils with SEND or requiring additional support are identified, assessed, provided for and regularly reviewed.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum as appropriate.
- To work in partnership with parents to enable them to make an active contribution to the education of their child. Including involvement with outside agencies where appropriate.
- To take the views and wishes of the child into account.
- To provide a staffing structure with clear lines of responsibility for SEND.

Whole School Approach

A pupil may be identified as having SEND through a variety of ways including progress and attainment, social and emotional well-being or concerns raised by adults involved with the child including parents/carers. When a pupil is identified as having SEND, school should then take action to remove barriers to learning and put effective special educational provision in place.

SEND support offered by the school takes the form of a four-part cycle as follows:

- **ASSESS:** In assessing a child's need for SEND support, the class teacher should work in cooperation with all staff who work with the child. This includes TAs, other teachers, SMT where relevant, SEND Manager and SEND CO. Class assessments, called a data harvest,

will be followed by a Team around the Child meeting at which point the decision to place or remove a child from the SEND register is made.

- A child **working more than a year and a half behind School expectation** or making slower progress over 2 years than the cohort average will be discussed and placed on the SEN register if a barrier to learning is identified. Pupils with behaviour issues will also be discussed.
- **PLAN:** After the assessment, a Team around the Child (TAC) meeting is held with class teacher, relevant TAs and SENDCO to plan interventions and discuss support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil should be made aware of this plan and its intended outcomes. The pupil's parents are informed of the support plan and interventions as well as any parental/home interventions if relevant. They also have the opportunity to meet with SENDCO to discuss the plan.
- **DO:** The pupil's class teacher remains responsible for the progress and attainment of all pupils within their class. However, interventions are undertaken by other staff members in order to support progress. The class teacher should be aware of any additional support that is needed and this should be planned for and clearly seen within the classroom on a daily basis. Any additional specific targets identified on the child's plan will be worked on either 1:1 or in a small group 'outside' of the classroom. This intervention should be short (ideally, no longer than 15 minutes), focussed on a MP target, monitored at least twice a year and consistent.
- When a teacher or the SENDCO identifies a child with SEND or requiring additional support, the school provides interventions that are additional to or different from those provided as part of the Academy's usual differentiated curriculum and strategies. There are four Academy based levels of intervention,
 - Universal – stage 1 – all pupils will require boosts from time to time
 - Class Intervention (My Plan MP) – school Intervention record kept
 - Focussed Intervention (My Plan+ MP+) - My Plan assessment carried out and recorded as per Glos LA framework and with parents and other agencies
 - Education Health and Care Plan (EHCP)
- **REVIEW:** The effectiveness of the support given to the pupil should be regularly reviewed and assessed at pre-agreed dates, in line with the data harvest. The SENDCO reviews with relevant staff and through TAC meetings, the impact and quality of support which is then adjusted as needed. The parents of the pupil are then be notified of any relevant changes made to the support plan.
 - Universal – Termly TAC
 - Class Intervention and MP – Termly TAC and review of interventions
 - External intervention (MP+) – Formal review of interventions with Parent invited
 - EHCP – Annual Review with LA and Parent

Roles and Responsibilities

At Bourton-on-the-Water Primary Academy, the SENDCO, in collaboration with the Head Teacher and governing body, plays a key role in determining the strategic development of SEND policy and provision in order to improve the achievements of all children with SEND.

With support from the head teacher and colleagues, the SENDCO promotes effective teaching by:

- **Identifying** and **overcoming** barriers to learning
- **Analysing** and **assessing** children's needs

- **Monitoring the quality of teaching** and the level of children's attainment against the National Curriculum using the school's assessment system
- **Setting targets for improvement**, in collaboration with the class teacher
- **Supporting the teaching assistants** with resources and expertise

With class teachers, the SENDCO seeks to ensure that children are given equal learning opportunities and that any resources are used to maximum effect.

The key responsibilities for the SENDCO at Bourton-On-The-Water Primary Academy include:

- Manage the day-to-day operation of the Academy's SEND policy
- Audit need termly through TACs and produce provision map for upcoming term. July TACs are transition to include new class teacher and TA.
- Audit need following review or Gap analysis
- Co-ordinating provision for children with special educational needs or those requiring additional support
- Liaising with and advising colleagues
- In collaboration with the class teachers managing Academy based assessment and completing documentation required by outside agencies and the LA.
- Mentoring, and training, the TAs responsible for SEND pupils
- Mentoring, training and providing support to other TAs to ensure effective support for children requiring additional support
- Overseeing the records of all children with special educational needs
- Attend all SEND review meetings (My plan +/- EHCP) SENCo will arrange and complete paperwork
- Contributing to the in-service training of staff and writing briefing papers
- Liaising with external agencies (LA/ ATS /EP/ health and social services)
- Liaising with governor committee with responsibility for SEND
- Reporting to head teacher
- Purchasing and maintaining a range of teaching resources to enable appropriate provision to be made
- Ensuring the ongoing monitoring and evaluation of the provision for pupils with SEND including assessment of progress and attainment
- Working with class teachers to ensure they are aware and meet their responsibility regarding provision made for SEND pupils
- Supporting teachers in the identification, assessment and provision made for children with SEND
- Liaising with parents to inform, consult and encourage them to take a supportive role in their child's learning
- Implementing wave 2 and 3 provision as per the provision maps both in the classroom and by withdrawing the children from the classroom as appropriate

The key responsibilities for the Head Teacher at Academy include:

- Day to day management of all aspects of the Academy's work including SEND provision
- Annual Evaluation of SEND across the Academy and reporting this to Governors
- Managing the team of classroom assistants and other relevant staff
- Liaising regularly and closely with the SEND Co
- Keep the governing body informed of all issues relating to SEND

The governing body, working closely with the head teacher, decide the Academy's general policy and approach to meeting pupil's special educational needs for those with and without EHCPs. They setup appropriate staffing and funding arrangements and oversee the Academy's work.

The governing body includes an appointed governor who has specific oversight of the Academy's arrangements and provision for meeting special educational needs. The SEND governor/committee should meet with the SENDCO regularly to keep up to date about the Academy's SEND provision, including how funding, equipment and personnel resources are deployed.

The key responsibilities for the governing body at Bourton Academy include:

- Ensuring that the necessary provision is made for any pupil who has special educational needs
- Ensuring that the 'responsible person', in this case, the head teacher, has been informed by the LA that a pupil has special educational needs and that those needs are made known to all who are likely to teach them
- Ensuring that the teachers in the Academy are aware of the importance of identifying and providing for those pupils who have special educational needs
- Ensuring that there is inclusion for pupils with special educational needs so far as is reasonably practical and compatible. This ensures the efficient education of all the pupils with whom they are educated and the efficient use of resources
- Reporting to parents annually on the implementation of the Academy's policy for pupils with special educational needs via an online report
- Ensuring that parents are notified of a decision by the Academy that provision is being made for their child when they reach the My Plan + and EHCP level.

The key responsibilities of teaching and non-teaching staff:

- All teachers are teachers of children with special educational needs. They are responsible for supporting the identification and assessment of pupils with special educational needs and making the appropriate provision
- All teachers have responsibility of directing the work of TAs to support pupils with special educational needs or those requiring additional support
- The overall responsibility of the planning and delivery of additional support is the responsibility of the class teacher
- Maintain the paperwork for children at My Plan + which is written by the class teacher alongside SENDCO

Admission Arrangements

The Headteacher is responsible for the admission arrangements which accord with those laid down by the Governing body. The Academy acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND.

Specialised Provision

- Bourton-on-the-Water Primary Academy provides full access to all classrooms, hall and playground to accommodate wheel chair users
- There is a disabled toilet and hoist
- The Academy has some specialised P.E. equipment.

Allocation of Resources

The head teacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the Academy. A funding provision record is kept for every child on the register at EHCP level.

In line with the Academy's budget and the Development Plan, money will be allocated for resources, training and non-contact time for class teachers to write (in consultation with the SEND Co) MPs and complete documentation required by outside agencies. Allocation of resources is flexible in order to meet all the children's needs.

Pupils transferring from other schools

At Bourton-on-the-Water we are aware that any child admitted to the Academy may have had their special educational needs previously identified and that some may not. For children transferring to our Academy, the SEND manager will check to ascertain any existing special educational needs that is going to require additional support or provision. Furthermore all transferring children will assessed against the schools current assessment procedures. This information will be given to class teachers. The Academy makes full use of all information passed to them by previous establishments.

English as an Additional Language (EAL)

While regarding bilingualism in a child as an advantage, the Academy recognises that the spectrum of children with special educational needs will include a proportion of EAL pupils and pupils from ethnic minority backgrounds. The Academy recognises both the importance of, and the difficulties involved in, the early recognition of SEND in EAL pupils. The nature of support for EAL pupils with SEND will be decided on an individual basis through consultation between the class teacher, SEND Co. This support will take into account the child's needs as an EAL pupil

Provision

In order to target provision to meet needs, the SEND manager regularly audits needs of pupils across the Academy. Below indicates the type of provision that may be used to support pupils identified as having SEND as identified in the graduated pathway (GCC)

Support

| Area of need | Quality 1 st teaching | Mop up / support (Boosting) MP (SEN Reg) | My Plan+ EHCP |
|--|--|---|--|
| Cognition and learning | Differentiated curriculum planning for all. In class TA support In class targeted teacher support Visual Timetables Communication in Print resources Use of writing frames and planners Access to IT Peer support Regularly reviewed interventions | Basic Skills catch up programmes inc. Scores on the Doors Maths Passport boost Phonics boost Maths mop up Spelling HFW Toe by Toe – phonics Vocabulary building Reading Boosts TA act as Learning mentor checking daily Exam and Test support (Reader/Prompt) Nurture Support | Small group and 1:1 targeted interventions Exam concessions (inc. reader/ prompt/scribing) Dual Placement Advice from Educational Psychologists Advice from Advisory Teaching Services. Individualised curriculums reduced/ increased Individualised timetables Nurture Support |
| Communication and Interaction | Differentiated curriculum planning for all. In class TA support In class targeted teacher support Increased use of visual support resources Use of communication in Print Visual timetables Use of Makaton Signing | In class support from TAs to utilise quality 1 st resources Use of IT for vocabulary support (spell check and dictations) Visual reminders- now/next board Task boards Nurture Support | Speech and language therapist support Advice from Educational Psychologists Advice from Advisory teaching services Use of Makaton Signing Nurture Support and social skills groups |
| Emotional, Social and Mental Health | Differentiated curriculum planning for all. In class TA support In class targeted teacher support Whole school behaviour policy Clear rules and expectations PSHCE curriculum Nurture Pod support | Counsellor Support (weekly) In class support to support behaviour targets Access to Parental Support Advisor (family offer) Nurture Pod- group or individual support Bee Group-Emotional Support small group | Small group or 1:1 support for social skills- Nurture Pod Individual Counselling Advice from EP Advice from CYPs Pastoral Support Plan/Behavioural support plan Targeted family support from Parental Support Advisor Off site alternative provision Dual Placement Exam Support (inc. reader/ prompt/scribing) |
| Sensory and Physical | Differentiated curriculum planning for all. In class TA support In class targeted teacher support Flexible teaching arrangements | Move It!- Fizzy programme- gross and fine motor skills Writing slopes Sensory cushion Coloured overlays for reading Sensory Breaks | Individual support within lessons and PE / break times. Occupational Therapy involvement Advice from EP Advice from Advisory Teaching Service |

TRANSITION (for children with specific needs which impact routine ie, ASD)

Reception Staff meet with parents and nurseries to share information and strategies on individual pupils.
In year transition support is planned collaboratively with SEND Manager, class teachers, other relevant staff and Advisory Teaching Agencies where relevant.
Transition meetings with all secondary schools to share information

Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND

The Academy, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the governing body report annually to the parents upon the quality of education provided for and the achievements of pupils with SEND via an annual report online. The Academy employs a series of methods to gather data for analysis including:

- Regular observation of teaching by SMT/leadership team.
- Analysis of the attainment and achievement of different groups of pupils with SEND
- Success rates in respect of individual targets
- Scrutiny of teachers' planning and pupils' work
- The views of parents and the pupils
- Regular monitoring by the governing body/SEND governor
- Maintenance of assessment records that illustrate progress over time
- Regular meetings between SENDCO, class teachers and TAs

As a result of the above the Academy reports annually upon its successes and identifies aspects for future development.

Arrangements for dealing with complaints from parents

These arrangements can be found in the Academy's complaints policy and have been agreed by the governing body.

Arrangements for In-service Training

- SENDCO or SEN TA attendance at local and national course/conferences
- The SENDCO is a member of a cluster group who meet to discuss and address current issues in SEND. The purpose of this group is to develop the supporting role of the SEND teams with reference to enhancing pupil progress and supporting staff in Academy
- The SENDCO is a member of NASEN (National Association of Special Educational Needs)
- Input to staff meetings from SENDCO
- TA's attendance at local courses

Links with other Academies / Schools

We realise the importance of close liaison with our on-site Pre-School. Throughout the year, the SEND manager of Bourton-on-the-Water Academy will:

- Meet with the playgroup leader termly to discuss any needs a child with SEND might have and identify any further action to be taken
- Meet with Secondary school staff including SEN Co to share information and transfer relevant paperwork

Links with outside agencies

All members of staff are requested to keep the SEND manager informed of any contact they have had with outside agencies. Likewise the SEND manager will relay any information received from and contacts made with outside agencies, back to the class teacher.

The SENDCO manages and liaises with agencies such as:

- Educational Psychology Service (EPS)

- ATS (C&L, C&I, Visual and Hearing)
- Speech and Language Therapists via medical or school nurse
- Occupational Therapy

The role played by parents of pupils with SEND

In accordance with the SEND Code of Practice the Academy believes that all parents of children with SEND should be treated as equal partners. The Academy has positive attitudes to parents.

Parents will be supported 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 SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related external decision making processes about special educational provision

However, the school will not tolerate abusive or bullying behaviours

The SEND Manager is available in school three days per week. Parents can contact the SEND Manager directly however, sometimes a class teacher may indicate that a parent wishes to talk with the SEND Manager and this is followed up promptly.

Relevant and useful legislation

Below is a list of relevant and useful legislation which details further support and advice for staff:

SEN Code of Practice (2014)

Equality Act 2010: Advice for Schools

Reasonable adjustments for disabled pupils (2012)

Supporting pupils at school with medical conditions (2014)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)