



Spring Bank Primary School

SEND Policy

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- 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.
- 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 achieve 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.

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, parents and carers.
- 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.
- To ensure lessons are planned so that there are no barriers to every pupil achieving. (National Curriculum 2013).
- With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. (National Curriculum 2013).

Identification and Assessment of SEND

Definition of SEN

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools

(SEND Code of Practice 2014, p. 15)

Definition of Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

(SEND Code of Practice 2014, p. 16)

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2014

STAGE 1: Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions. All SEND learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- Prolonged withdrawal from mainstream education of children with SEND is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- All SEND 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 and Assessment at Stage 1: In-School Intervention Boost

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

- The analysis of data including entry profiles, Foundation Stage Profile scores and curriculum assessments.
- Classroom-based assessment and monitoring arrangements. **(Cycle of assessment, planning, do 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 SEND learners which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly by class teachers.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- Interventions will follow the Intervention Flow Chart- a baseline pre assessment, timely intervention, post assessment and decision on outcome/ planning next steps.
- If the intervention has not made impact, a discussion with parents/ carers will take place regarding the pupil being included on the SEND register and a Pupil Passport and Learner Plan being put in place
- Involving an external agency where it is suspected that a special educational need is significant and further action is needed.

Curriculum Access and Provision for SEND

Where children are identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- Teachers differentiate work as part of quality first teaching.
- Wave 1, 2, 3 interventions.
- Other small group intervention.
- Individual class support / individual intervention.
- SMART targets on Pupil Passports and Learning Plans.
- Work with the Learning Mentors.
- Assessment and targets from an outside agency.
- Mobility access/ motor skills differentiation for all learning opportunities.

Monitoring and Evaluation

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

- Classroom observation by the SENCO and senior leaders.
- Ongoing assessment of progress made by intervention groups
- Work sampling on a termly basis.
- Scrutiny of planning.
- Teacher meetings with the SENCO.

- Informal feedback from all staff.
- Pupil interviews when setting new Passport targets or reviewing existing targets.
- Pupil progress tracking using assessment data (whole-school processes).
- Monitoring Pupil Passport targets, evaluating the impact of targets on pupils' progress.
- Attendance records and liaison with AIO.
- Regular meetings about pupils' progress between the SENCO the head teacher.
- Annual report to parents.
- Termly report to governors.

STAGE 2: Additional SEN Support

- Pupils will be offered additional SEN 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 **SEN Code of Practice 2014**.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support.
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number, **but not** all of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the local offer.
- On very rare occasions, 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.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.
- Our approach to Pupil Passports and Learning Plans which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
 - Our Learning Plans and Passports are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.

- Our Learning Plans and Passports will only record that which is *additional to or different from* the differentiated curriculum plan which is in place as part of provision for all children. **Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.**
- Our Learning Plans and Passports will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- Our Learning Plans and Passports will be based on informed assessment and will include the input of outside agencies,
- Our Learning Plans and Passports will be monitored and evaluated on a termly basis
- Our Learning Plans and Passports will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
- Our Learning Plans and Passports will have a maximum of four short / medium term SMART targets set for or by the pupil.
- Our Learning Plans and Passports will specify how often the target(s) will be covered
- Our Learning Plans and Passports will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for a Learning Plan and Passport will be arrived at through :
 - Discussion between teacher and SENCO
 - Discussion with the pupil (when appropriate)
 - Discussion with parents/carers
 - Discussion with another professional
 - Discussion with the Learning Mentors (for behaviour)
- Our Learning Plans and Passports will be reviewed at least termly by class teachers in consultation with the SENCO.

STAGE 3: Statement of Special Educational Needs or Education Health and Care Plan

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for:
 - High Needs Block Funding
 - An Education Health and Care Plan, and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Expertise of Staff and Other Professionals in Relation to Children with Special Educational Needs

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENDCO will regularly attend local network meetings.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the OMAT school's development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

Name and contact details of the SEND coordinators

Owlcotes Multi-Academy Trust Lead SENDCO: Mr C Jolley

Spring Bank SENDCO: Miss A Houldsworth

Contact details: hello@springbank.owlcotesmat.org / 0113 2043120

Management of Inclusion within Spring Bank Primary School

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 (SENCO). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

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 (SENCO)
- 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

- pupil progress meetings with individual teachers
- regular meetings with the SENCO
- discussions with pupils and parents

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map.
- Identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising teachers.
- Managing other classroom staff involved in supporting vulnerable learners.
- Overseeing the records on all children with Special Educational Needs.
- Liaising with parents of children with SEN, in conjunction with class teachers
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the SEND register.
- Monitoring the school's system for ensuring that Learning Plans and Passports, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils.
- Evaluating regularly the impact and effectiveness of all additional interventions.
- Liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- Meeting teachers as and when needed to discuss and monitor SEND provision
- Attending area SENCO network meetings and training as appropriate.
- Liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for Special Educational Needs pupils (nationally, locally and within school).
- Liaising closely with a range of outside agencies to support vulnerable learners.

Class Teacher

- Liaising with the SENCO:
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on the a provision map/ Learning Plan

- which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN 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 statements/EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated 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”. (SEN Code of Practice 2013)
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Head Teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

Information about how equipment and facilities to support children and young people with special educational needs will be secured

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

The role played by the parents of pupils with special educational needs (and other learning needs)

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 Parent Partnership services
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

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.

Effective Transition

- 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 SEN 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.

- 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” 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 SENCO will liaise

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

Admission Arrangements

No child will be refused admission to school on the basis of his or her 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 SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by Head Teacher. The governor with specific responsibility for SEN/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).

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Links with Other Services

Effective working links will also be maintained with:

- Information on where the local authority’s local offer is published.
- <http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer>
- Leeds Speech and Language Service: <http://www.leedscommunityhealthcare.nhs.uk/>
- Leeds City Council Educational Psychology Service
- Special Educational Needs Inclusion Team
- Leeds Children’s Physio Therapy
<http://www.leedsth.nhs.uk/a-z-of-services/childrens-physiotherapy/>
- Leeds Children’s Occupational Health
<http://www.leedscommunityhealthcare.nhs.uk/our-services-a-z/childrens-occupational-therapy/>

**This SEND Policy was adopted by Spring Bank Primary School on
01/09/2019**

Chair of Governors – Mr L Arnell	
Signature:	
Frequency of review:	2 years
To be reviewed and approved by:	Spring Bank Primary School Local Governing Board
Date of next review:	February 2027

REVIEW RECORD

Date of review	Reason for review	Date of next review
06/02/2025	Agreed review schedule.	February 2027

Name:		Signature:	
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On behalf of SBPS Full Board

Date of review	Reason for review	Date of next review

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