

SEND Policy

Boothville Primary School



**BOOTHVILLE
PRIMARY SCHOOL**

September 2020

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for a wide range of pupils with special educational needs and disability (SEND) to enable them to achieve highly
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Explain how staffing, resource allocation and interventions support good learning outcomes
- Explain how school ensure a high level of staff expertise and professional development supports learners
- Provide information about co-operative and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Explains how school “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).

2. Inclusion Statement

At Boothville Primary School we endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs. We respect the right of all children in our school, regardless of differences in ability, to access learning and to develop knowledge, skills and understanding and learning attitudes that are necessary for lifelong learning.

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.

At Boothville Primary, we strive to make a clear distinction between “under achievement” 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 school’s budget.

Whilst a Special Educational Need might be an explanation for delayed or slower progress it is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others so that they have the maximum opportunity to attain and achieve in line with their peers.

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.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable children. All teachers are teachers of pupils with SEN/D and EAL. Staff members are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown to all pupils at all times.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

3. Legislation and guidance

This policy and information report is based on the 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, SEN co-ordinators (SENCOs) and the SEN information report

4. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

5. Roles and responsibilities

5.1 The SENCO

The SENCO is Lesley Tobin

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

5.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

5.3 The headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

5.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely, in liaison with the SENCO, with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

6. SEN information report

This report is provided in a separate document – Boothville Local Offer – SEN Information Report

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

The SEN information report includes the following; identifying pupils with SEN and assessing their needs, consulting and involving pupils and parents, assessing and reviewing pupils' progress towards outcomes, supporting pupils moving between phases, approaches to teaching pupils with SEND, adaptations to the curriculum and learning environment, additional support for learning, expertise and training of staff, securing equipment and resources, evaluating the effectiveness of SEN provision, enabling pupils with SEN to engage in activities available to those in the school who do not have SEN, support for improving emotional and social development, working with other agencies, complaints about SEN provision, contact details of support services for parents of pupils with SEN.

The SEN Information report describes the above through the following questions

- What are the first steps our school will take if special educational needs are identified?
- How does our school identify that children have special educational needs and disability? (SEND)
- How do we arrange and support transfer to another school/educational establishment?
- What should parents/carers do if they think that their child has SEND? How can they raise concerns?
- How will our school include parents and pupils in planning support?
- How will our school teach and support children with SEND?
- Who will be working with your child?
- How are the teachers in the school helped to work with children with SEND and what training do they have?
- How does our school provide support to improve the social and emotional development of pupils with SEND?
- How have we made the school accessible to children with SEND (Including before/after school provision)?
- How do we assess and evaluate the provision that has been arranged for your child and the progress that they are making?
- Where can you find our SEND policy(s) and what is the role of the SEND Governor?
- What to do and who to contact if you are not happy and need more information
- How can the Local Authority help me?

6. Monitoring arrangements

This policy and information report will be reviewed by Lesley Tobin **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour and Relationships
- Equality information and objectives
- Supporting pupils with medical conditions
- Inclusion (Including vulnerable groups, EAL, More Able, Pupil Premium, LAC, GRT)

Links with Other Services

Effective working links will also be maintained with:

- Educational Psychology Service : Contact Number : 01604 630082
<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Pages/default.aspx>
- Education Entitlement Team : Contact number : 0300 126 1000
<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/Pages/attendance-and-behaviour-support-for-parents.aspx>
- Northants Parent Partnership Service : Contact Number : 01604636111
<http://www.iassnorthants.co.uk/Pages/home.aspx>
- Virtual School for Looked After Children : Contact number : 0300 126 1000
<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/virtual-school/Pages/default.aspx>
- Specialist SEND Support Services
<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/specialist-support-for-send/Pages/default.aspx>
- Northamptonshire Local Offer
https://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx#_ga=2.200558638.1842413581.1537105927-1388989627.1530698695
- Northamptonshire Mental Health Gateway
<http://www.asknormen.co.uk/>
- Northants Parent Forum
<http://www.npfg.co.uk/>
- Nationwide support for professionals within SEND
<http://www.nasen.org.uk/>