



## Byfield School

# Special Educational Needs and Disabilities (SEND) Policy

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**Sendco Heather Hiscox signed:**

**Head teacher David Hibbert Signed:**

**Chair of Governors Linda Jones Signed:**

# **Byfield School policy for Special Educational Needs and Disabilities**

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## **A1 DEFINITION**

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child has special educational needs if he or she has a learning difficulty or disability that calls for special educational provision to be made for him or her. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupils of the same age in Northamptonshire schools, or a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age in other schools maintained by the LA (*Education Act 1996*).

### **Aims and Objectives**

#### **Working together to inspire lifelong learning and achieve our potential**

The Governors and staff at Byfield School believe that each child has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Byfield School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- have and maintain high expectations of ourselves and others.
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad, balanced and creative curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- remove barriers so all children can attain their full potential.

- involve parents/carers in planning and supporting at all stages of their child's development.

Each year priorities for development are identified and included in the School Development Plan (SDP).

Byfield School has adopted Northamptonshire's Special Educational Needs Descriptors (The entitlement of students in mainstream schools and early years settings)

This policy links directly to other school policies such as the Positive Handling Policy, the Equality Policy, the Accessibility Policy and the Teaching and Learning Policy.

## **A2 ROLES AND RESPONSIBILITIES**

### **Governors**

The Governors of Byfield School, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school and childcare's work, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any pupil who has special educational needs. They should determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

An appointed representative from the governing body, Mrs Lesley Palmer is actively involved in self-review, with the Headteacher and SENCo, of the provision for children with special needs and implementation of the policy within the school.

Provision for pupils with SEND is a matter for the school and childcare as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The governing body in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a

representative (the SEND governor, see appendix) who takes particular interest in this aspect of the school.

Governors must ensure that:

- they report to parents on the implementation of the school's SEND policy through the *Governors' Annual SEND Report*.
- they have regard to the requirements of the *Code of Practice for Special Educational Needs 2014*.
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND.

### **Headteacher**

The Headteacher has overall responsibility for the management of provision for children with special educational needs and keeps the governing body fully informed and works closely with the Inclusion Manager/SENCo.

**Inclusion Manager /Special Educational Needs Co-ordinator** is responsible for:

- overseeing the day to day operation of the school's SEND policy.
- co-ordinating the provision for pupils with special educational needs.
- liaising with and advising school staff: class teachers, TAs and lunchtime supervisors.
- carrying out detailed assessments and observations of pupils with specific learning problems.
- supporting class teachers in devising strategies, pupil profiles, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.

- maintaining the school's SEND register and SEND records.
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc.
- contributing to the in-service training of staff.
- supporting the professional development of teaching assistants and monitoring their performance.
- liaising with the SENCO in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.
- regularly liaising with the Governors' representative.

**Class teachers** are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion
- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND.
- giving feedback to parents of pupils with SEND.
- keeping an SEND file for their class.

### **Teaching Assistants (TAs)**

TAs work as part of a team with the SENCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the class. They play an important role in monitoring progress. They contribute to annual review meetings and help pupils with SEND to gain access to a broad and balanced curriculum including delivering appropriate interventions

**Lunchtime Supervisors** are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the SENCo in relation to behaviour management and other issues for particular pupils.

### **A3 CO-ORDINATING AND MANAGING PROVISION**

At Byfield School:

- sharing of expertise is welcomed and encouraged.
- Special Educational Needs is part of the school's development Plan.
- SEND is an item on the main focus at regular staff meetings.

- the SENCO monitors the placement of TA support. This is dependent on the Special Educational Needs requirements of children. This placement may change as the needs of the children change.
- the SENCo meets formally with TAs as a group at least once each half term - this may be to review progress, update TAs on whole school matters and may also include INSET.
- there is daily informal contact between all staff to monitor individual pupils and to discuss concerns.
- the SENCO also liaises with parents and pupils with Statements or Education, Health and Care Plans for which Annual Reviews are held.
- pupils are involved as far as they are able, in discussions about their planned outcomes and provision.
- the SENCo ensures that the following information is easily accessible to staff:
  - the school's SEND policy.
  - the SEND register.
  - an overview of SEND provision from the school prospectus.
  - the school's internal arrangements for SEND, including a clear description of the responsibilities of all staff.
  - a class SEND file giving the names of all pupils in the class on the SEND register with copies of the pupil's pupil profile, SEND guidance and other relevant information is kept in the classroom..

#### **A4 ADMISSION ARRANGEMENTS**

Byfield School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with the school's admissions policy. If a parent wishes to have mainstream provision for a child with a statement or EHCP the LA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

#### **A5 SPECIALISMS AND SPECIAL FACILITIES**

Our SENCO is Mrs Heather Hiscox who is currently studying at the University of Northampton to gain her qualification Post graduate degree in Special Educational Needs and Disability Coordination. As a school we are very proactive

in using outside agency support which includes the Service for Autism, Service for Pupils with Physical Disabilities, Sensory Support Service, Occupational Therapists, Speech and Language Therapists and others. It also includes the Educational Psychology Service and the Advisory Team for Inclusion.

## B IDENTIFICATION AND ASSESSMENT AND PROVISION

### B1 ALLOCATION OF RESOURCES

All schools in Northamptonshire receive funding for pupils with SEND in three main ways:

Early Years Block	Schools Block	High Needs Block
<p>Pre Reception funding</p> <p>Relevant to all Early Years settings: PVI's, nursery classes &amp; schools and childminders</p> <ul style="list-style-type: none"> <li>•Hourly rate (element 1)</li> <li>•Notional SEN (element 2)</li> <li>•Entry to High Needs Block (element 3) lower level than schools.</li> </ul>	<ul style="list-style-type: none"> <li>•AWPU (age weighted pupil unit) (element 1)</li> <li>•Formula funding (element 2)</li> <li>•Notional SEN               <ul style="list-style-type: none"> <li>•8.3% per pupil allocation</li> <li>•12% schools deprivation allocation</li> </ul> </li> </ul> <p><i>[Additional funds as applicable</i></p> <ul style="list-style-type: none"> <li>•Pupil premium</li> <li>•Devolved formula capital</li> <li>•Pupil Growth Fund]</li> </ul> <p>Schools expected to evidence spend of AWPU + £6K before access to HNB</p>	<ul style="list-style-type: none"> <li>•All funding for special schools, unit &amp; resourced provisions</li> <li>•Existing Statement funding for individual pupils over £6K</li> <li>•Early Years high needs requests</li> <li>•School high needs requests</li> <li>•Post 16 high needs requests</li> <li>•Out of County special provision</li> </ul>

### B2 IDENTIFICATION, ASSESSMENT AND REVIEW

The updated Code of Practice (DfE Jan 2016) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that

*is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.*

The school uses a SEND action record to maintain information about the identification, assessment and provision for each pupil. A register is kept of pupils with SEND and circulated to all staff. Where concern is expressed that a pupil may have SEND, the class teacher and support staff take early action to assess and address the difficulties. The Northamptonshire Special Educational Needs Descriptors are used to decide whether the level of provision should be at K-SEN Support (formerly School Action or School Action Plus) or E-Education, Health and Care Plan (formerly a Statement).

### **SEN Support**

The SENCo and the class teacher, together with specialists and involving the pupils and parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Where, despite the school providing SEND support, a child has not made expected progress, school and/or parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEND support.

### **Termly Reviews**

Reviews of children with SEND support are held each term and led by the class teacher with the support of the SENCO when necessary. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

### **Annual Reviews**

For pupils with Education, Health and Care Plans/Statements, an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the EHCP/Statement should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. All relevant professionals, including those who contributed to the original statement, are invited to attend or submit a written report.

### **Early Help Assessment (Formerly Common Assessment Framework (CAF))**

The EHA is a simple way to help identify needs of children and families and make a plan to meet those needs. It is a shared tool which can be used by all agencies in Northamptonshire who are delivering early help. Its purpose is to

provide a co-ordinated response so no-one misses out on the support they may need.

### Categories of Special Educational Need

The SEN Code of Practice recognises four broad areas of need but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment:	
Code of Practice needs	Categories
Communication and interaction (C&I)	Speech, Language & Communication needs. (SCLN)  Autistic Spectrum Disorder (ASD) including Aspergers and Autism
Cognition and learning (C&L)	Moderate Learning difficulties (MLD) Severe Learning difficulties (SLD) profound and multiple learning difficulties (PMLD) Specific learning difficulties (SpLD) e.g. Dyslexia, Dyspraxia, Dyscalculia
Social, emotional and mental health difficulties (SEMH)	Behaviour reflecting underlying mental health difficulties which includes, Attention Deficit Disorder (ADD), attention deficit hyperactive Disorder(ADHD), Oppositional Defiant Disorder (ODD), Attachment Disorder anxiety and depression.
Sensory and/or physical	Hearing impairment (HI) Visual impairment (VI) Physical disability (PD) Multi-sensory impairment (MSI) Dyspraxia

### B3 CURRICULUM ACCESS AND INCLUSION

Pupils are grouped in classes according to age and may be grouped according to attainment for some lessons. As there is a wide range of pupil attainment in

each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a TA or the SENCo in order to acquire, reinforce or extend skills more effectively.

#### **B4 EVALUATING SUCCESS**

The success of the school's SEND policy and provision is evaluated by:

- monitoring of classroom practice by the Senior Leadership Team.
- analysis of pupil tracking data and test results for individual pupils, vulnerable groups and cohorts.
- termly monitoring of procedures and practice by the SEND governor.
- SEND reviews, which evaluate the success of our policy and sets new targets for development.
- the School Development Plan, which is used for monitoring provision in the school.
- visits from LA personnel and OFSTED inspection arrangements focused on SEND.

#### **B5. COMPLAINTS PROCEDURES**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussion early in the morning before school.

In the event of a formal complaint parents are advised to make an appointment with the Headteacher and follow the Northamptonshire LA procedure. Parents may also contact the governing body, if they prefer. The Northamptonshire Parent Partnership Service is available to offer advice.

## **C PARTNERSHIP WITHIN AND BEYOND THE SCHOOL AND CHILDCARE**

### **C1 STAFF DEVELOPMENT AND APPRAISAL**

- Training for TAs is identified through SLT monitoring and school priorities .
- the SENCo attends the Inclusion briefing meetings termly to keep abreast of SEND.
- whole staff in-service training on SEND are held at least once per term in response to particular needs within the school.
- reading and discussion of documentation, and SENCo/teacher meetings are considered to be part of staff development, as well as a time to share information.
- Training for NQTs

### **C2 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

The school has access to a wide range of education, health and social services professionals and is very active in seeking support. The appendix lists the services we currently use. Other health, social services, and voluntary organisations can be contacted as required.

### **C3 PARTNERSHIP WITH PARENTS**

The staff at Byfield School will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in the strategies recommended. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held twice a year in the Autumn and Spring terms, but parents are welcome to visit the school or arrange meetings at other

times to discuss any aspect of their child's progress with the class teacher or SENCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEND information and leaflets/audio guides are available in a number of community languages through the school or Northamptonshire Parent Partnership Service.

#### **C4 THE VOICE OF THE CHILD**

All pupils are encouraged to be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

In Byfield School, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally);
- talking to TAs and teachers about their learning.
- class and individual reward systems.
- all pupils at Byfield School are encouraged to be part of opportunities for pupils to have a voice and take responsibilities, e.g. school council.
- having the right to receive and make known information, to express an opinion and to have that opinion taken into account.

Children should participate in assessment planning and review arrangements relating to them and should understand their views are as important as everyone else's in whatever way these are expressed.

#### **C5 LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS**

##### **Transfer and links with other schools**

- SEND records are transferred following county procedures
- there are opportunities for all pupils to visit their prospective Secondary School
- pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation

- representatives from local secondary schools are available for consultation before the time for transfer and may meet parents and pupils
- the school is committed to early preparation for transfer to secondary school
- the SENCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with Education, Health and Care Plan for whom the particular school has been named.

### **Transfer within the school**

- teachers liaise closely when pupils transfer to another class within the school
- SEND pupils may visit their new class before transfer.
- meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress.
- there are close links between the school and the on-site independent Nursery. Nursery staff meet with teaching staff to discuss pupils with SEND when they are about to start school.

### **C6 MONITORING AND REVIEW**

The implementation of this policy will be monitored by the SEND Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes.

This policy will be reviewed on an annual basis.

<b>Appendix 1</b>		
<b>Byfield School SEND Contacts Service/Agency</b>	<b>Contact Name</b>	<b>Tel/Fax</b>
Autism Service	Autism Outreach Target Autism	
Consultant for Inclusion(SEN)		
Educational Psychologist	Northamptonshire	
Educational Psychologist	Northamptonshire	
Occupational Therapist	Northamptonshire	
Language and Communication Advisory Teacher		
Speech and Language Therapist		
Speech and Language Therapist (Early Years)		
Teacher of the Hearing Impaired		
Teacher of the Visually Impaired		
SEND Governor	Lesley Palmer	
PCAMHS		
Behaviour Support Service		

CAHBS (Child and Adolescent Harmful Behaviour Service)		
School Community Nurse		
Community Paediatrics Service		
Family Information Directory (The Local Offer)		
Information Advice and Support Service (formerly parent partnership)	contact@iassnorthants.co.uk	01604 636111