

**BURE PARK PRIMARY SCHOOL**

**SPECIAL EDUCATIONAL NEEDS AND  
DISABILITY (SEND) POLICY**



**Learning, Caring, Growing, Sharing**

<b>ROLE</b>	<b>NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
<b>SENDCo</b>	<b>Pam Cotter</b>		
<b>Headteacher</b>	<b>Yvonne Hewson</b>		
<b>Governor</b>	<b>Paul Meeks</b>		

<b>Next Review</b>	<b>September 2024</b>
--------------------	-----------------------

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

Bure Park Primary is an inclusive school. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies. We take safeguarding very seriously and all of our policies are developed with due regard to safeguarding procedures and policies.

Bure Park Primary is part of Bicester Learning in Partnership (BLiP) of which encompasses a group of 17 local primary and local secondary schools, working together to improve provision for pupils with SEND. SEN Information about each school is available from their websites and explains how the Partnership of schools supports pupils and parents. The website also includes a link to Oxfordshire's Local Offer for parents and pupils with SEN and Disabilities.

This SEND policy is written to comply with the 2014 Pupils and Families Act and its SEN Code of Practice together with the Equality Act 2010.

### **The SEND team at Bure Park Primary**

Parental enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to the SENDCo. Please make an appointment with the school office if you wish to speak to the SENDCo.

### **Code of Practice (2014)**

- There are four broad categories of SEN:
  - Communication and Interaction (C&I)
  - Cognition and Learning (C&L)
  - Social, Emotional and Mental Health (SEMH)
  - Physical and Sensory (P/S)
- All pupils progress is closely monitored, and tracked, including those with additional needs. We work closely with parents/carers and pupils to ensure that we take into account the child's views and aspirations, and the parents' hopes for their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.
- All pupils benefit from 'Quality First Teaching' which means that class teachers are expected to assess, plan and teach all pupils at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skill development.
- We have high expectations of all our pupils. Pupils on our SEND register make progress which compares well with the progress made by other pupils in school.

### **Defining SEN**

The 2014 Code of Practice says that:

"A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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."

*2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv*

### **SEN at Bure Park**

Our objectives are:

- To identify and overcome at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves their full potential;
- To enable all pupils to participate in an accessible broad balanced curriculum which is appropriately differentiated
- To value and encourage the contribution of all pupils to the broader life of the school
- To work in partnership with parents/carers, acknowledging their importance and depth of knowledge about their child
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training linked to identified needs, and advice to support quality teaching and learning to support the inclusion of all pupils

Approximately 17% of our pupils are in the SEN register at SEN support and 3% have Education, Health and Care Plans (EHC Plans.) All teachers expect to have, and cater for, pupils with SEND in their classes.

Types of SEND which we can have in school include pupils with a formal diagnosis, as well as those with learning profiles consistent with:

#### *Communication and Interaction*

- Language disorders
- Autistic spectrum

#### *Cognition and Learning*

- Dyslexia, dysgraphia, dyspraxia and dyscalculia; moderate learning difficulties, working memory or processing difficulties, global developmental delay.

#### *Social, Emotional and Mental Health*

- Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Attachment disorders, Emotional difficulties, Mental Health difficulties

#### *Physical and Sensory*

- Hearing impaired, visually impaired, motor difficulties and sensory processing difficulties

#### *Medical Needs*

- Epilepsy, anaphylaxis, bowel disorders and diabetes

### **Identifying pupils at SENS (SEN Support)**

Pupils with SEND are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is regularly monitored, and we hold pupil progress meetings three times annually. Where pupils are identified as not making progress despite 'Quality First Teaching,' they are discussed with the SENDCo and a plan of action is agreed.
- Class teachers are continually aware of pupils' learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and have a measured approach to addressing them. Frequently, the concern can be addressed by 'Quality First Teaching,' in partnership with parental support. Where appropriate, the school will put in place appropriate strategies, personalised differentiation and/or interventions. If concerns still exist the child is placed at SEN Support on the SEND register. All decisions are made in consultation with parents/carers.

A bank of assessment tools can be used to inform teachers' own understanding and assessments of a child's strengths and needs.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to discuss with their SENDCo, GP or Child and Adolescence Mental Health Services (CAMHS,) if they think their child may have Autism, ADHD, or other Neurodiverse condition.

### **Issues which are not SEN:**

It is important to acknowledge the circumstances which are **not** classed as SEN, but which could hinder progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Disability
- Having behavioural difficulties where an underlying cause has not been identified

### **Working with Parents and Pupils**

We aim to have good and informative relationships with our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher (and or SENDCo) will invite the parents/carers to a meeting to:

- discuss their child is being placed on the SEND register at SEN Support
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Depending on the appropriateness, the child may be invited to attend all or part of the meeting, and will have the voice of the child recorded.

Thereafter, parents – and pupils- are invited to a meeting three times a year to review progress made, set targets and agree provision for the next term.

### **Paperwork for pupils at SEN Support (SENS)**

Once a child has been identified as needing SEND support the following paperwork is completed:

- Each child has a SEND Pupil Profile. It is used to record the child's strengths, areas to develop, what they find hard, and what helps them to achieve. This is usually completed in consultation with the child and parents/carers.
- Termly, at progress meetings, progress is reviewed and stakeholder's views recorded. Provision for the child, together with desired outcomes and strategies which are put in place to enable the child to achieve these, are discussed.

### **Moving to an EHCP (Education, Health and Care Plan)**

If pupils fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Alternatively, parents/carers are also able to make an application. Generally, we apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- There are a number of professionals involved with the child and it is important to formalise a shared vision for the child
- Sometimes, if the child is Looked After and therefore additionally vulnerable.

Pupils, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their wishes and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting and state the desired outcomes.

### **Teaching and Learning**

We believe that all pupils learn best with the rest of their class wherever possible. Our aim is for all pupils to be working independently, in class, at the cusp of their potential engaging in 'hard work' they can do. Pupils with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all pupils with SEN, individually or as part of a group.

When allocating additional TA support to pupils, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for pupils at SENS are deliberately challenging in the attempt to close the attainment gap between the pupils and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENDCo who monitors overall progress after the intervention.

- Interventions are planned usually for a time specific period
- At the end of each block, pupils progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow the child to demonstrate their transferral of skills in whole class environment.

The SENDCo monitors interventions to evaluate their effectiveness.

### **Adaptations to the curriculum, teaching and Learning Environment**

Our school is disability friendly. Please refer to our Access Plan.

Other adaptations to the physical environment are made, as appropriate, to accommodate pupils with other needs.

All of our classrooms are inclusion friendly. We aim to teach in a way that will support pupils with tendencies towards dyslexia, dyspraxia or ASD. This is good practice to support all pupils but is vital for those who particularly need it where possible. Most of our pupils access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

### **Access to extra-curricular activities**

All of our pupils have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our pupils. Class trips are part of our curriculum (Covid dependent,) and we aim for all pupils to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

### **Staff Expertise**

All of our teachers are trained to work with pupils with SEND. All teachers have access to advice, information, resources and training to enable them to teach all the pupils they are responsible for, effectively. We offer training opportunities through access to in-house or external training, provision of information/resource books or guidance towards useful websites and other materials. We have good links with a range of outside agencies with specific areas of expertise and utilise these services where appropriate. The Bicester Partnership of schools, buy into the service of an Educational Psychologist.

The SENDCo at Bure Park school is an experienced SENDCo who offers training, advice and shares resources with staff.

### **Pupils with social, emotional and mental health needs**

Behaviour is not classified as an SEN category. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we may complete an Early Help Assessment with the family and support the child through the process of regular meetings (TAF – Team Around the Family Meetings.) which identify desired outcomes and how these outcomes can best be achieved.

If parents and school are concerned that the child may have mental health needs, parents can ask their GP or school for a referral to the Child and Adolescents Mental Health Service (CAMHS)

or other specialist. Schools are unable to refer to a Community Paediatrician, but can support parents with this process, for example, by providing a report from school.

If the child is felt to have long-term social, emotional or mental health needs, for example with anger management, the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained TAs who develop good, trusting relationships with the pupils. Outside agencies may be contacted if this is appropriate.

All pupil's behaviour is responded to consistently in line with our Behaviour Policy. Reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying. We will actively investigate any allegations and, if there is cause, work with both the bully and the victim to improve their social interactions and skills.

### **Transition Arrangements**

#### *Transition into and within school*

We understand how difficult it can be for pupils and parents as they move into a new class or a new school. We make an action plan according to the individual needs of the child, to make transitions between classes/settings as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment/school,
- Where appropriate opportunities to take photographs of key people and places in order to make a transition book.
- Provide additional time and support for pupils in small groups/individually to express their concerns and to address them.
- Enhanced transition arrangements are tailored to meet individual needs. We have strong links with our partnership schools within Bicester.

### **Governors**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of pupils with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND meets with the SENCo at least termly to discuss actions taken by the school.

### **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

Any complaints are taken seriously and are heard through the school's complaints policy and procedure.

### **The Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Oxfordshire's Local Offer is available from the website:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-send>

### **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.