



Buckshaw Primary School and Nursery

Headteacher: Mrs S Price

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

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SENDCO: Mrs I Albustany

Email: i.albustany@buckshaw.lancs.sch.uk



'Learning, believing and growing together.'

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1. LEGISLATION AND GUIDANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan

2. AIMS

At Buckshaw Primary School, we aim to prepare our children for their future by raising aspirations and developing resilience within a happy, safe and caring environment. We strongly believe in:

- Identifying, at an early age, individuals who require additional support.
- Enabling each pupil to reach his or her full potential, with both curricular and extra-curricular activities.
- Enabling each pupil to partake in and contribute fully to school life.
- Endeavouring to meet the individual needs of each child.
- Developing a feeling of self-esteem within the individual.
- Fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children.
- Providing for children's individual needs by supporting them in various ways: whole class, small groups and individually.
- Monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements.
- Providing access to and progression within the curriculum, or ensuring personalised outcomes are catered for accordingly.
- Working with parents and other agencies to provide support and opportunities for those children with SEND.
- Using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children.
- Assisting all staff in the delivery of Quality First Teaching.

- Ensuring access to a range of resources to support staff in their teaching of children with SEND, accessible within the classroom for promotion of inclusivity.
- Including the voice of the child and parents/carers in monitoring and reviewing IEPs and EHCPs.

3. OBJECTIVES

- Identify and provide for pupils who have special educational needs and/or additional needs.
- Work within the guidance provide in the SEND Code of Practice, 2015 to operate a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs.
- Provide a Special Educational Needs/Disabilities Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy.
- Provide support and advice for all staff working with pupils with SEND.

4. IDENTIFYING SEND

SEND is divided into four dimensions of need. At Buckshaw we pride ourselves in taking a holistic approach in identifying SEND and rather than placing a child into a category we provide support based on a child’s particular area or areas of need.

As stated in the Code of Practice 2015:

“These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software”.

➤ Communication and Interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some

or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

➤ **Cognition and Learning**

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

➤ **Social Emotional and Mental Health Difficulties**

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

➤ **Physical and/or Sensory Needs**

➤ 6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. “

- (Code of Practice 2015: Page 97-98)

At Buckshaw we also identify none SEND pupils that may fall under a category, which may have an impact on progress and attainment:

- Attendance and Punctuality.
- Health and Welfare.
- EAL.
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of Serviceman/woman.

5. A GRADUATED APPROACH TO SEND SUPPORT

Wave 1

At Buckshaw, we adopt a Quality First Teaching approach. The key characteristics of Quality First Teaching are:

- Highly focused lesson design with sharp objectives.
- High demands of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explanation.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate pupils.

The Code of Practice 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. A register is kept of pupils with SEND and is reviewed termly.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties as outlined in Supporting Special Educational Needs in Lancashire Schools descriptors are used to identify a child or young person's special educational needs, what level of support they are expected to offer and how to arrange and monitor the support given.

Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans (formerly Statements); an annual review meeting has to be held in addition to this. Pupil Profiles and IEPs are used to record additional provision for pupils on the SEND register.

At Buckshaw we have a graduated approach in assessing and reviewing pupils' progress towards outcomes that are tailored specifically for them. Particularly, pupils with an Educational Health Care Plan (EHCP). We always ensure that your child's needs are kept at the centre of the process.



STEP 1 – ASSESS

- It is the teacher's role to provide a clear evaluation of pupils' needs.
- The teacher is supported by the SENDCO in gathering assessment information.
- Parent views and external advice also form part of the assessment.

STEP 2 – PLAN

- If it is agreed that a pupil requires SEND support then parents are informed.
- The class teacher and the SENDCO devise a plan agreeable with parents/carers regarding what support or interventions will be put in place, what the expected outcomes are, the impact and progress expected, alongside a review date.
- SMART targets are set: These are Specific, Measurable, Achievable, Realistic and Timely.

STEP 3 – DO

- Implementation of the plan.
- Teachers and teaching assistants work collaboratively to ensure pupils are making progress in meeting their targets.

STEP 4 – REVIEW

- On the date agreed, we consider the impact of any intervention against pupil progress.
- We then evaluate the effectiveness of the support.

STEP 5 – REPEAT

- The above process is then repeated to ensure continued promotions of our pupils' learning and wellbeing.

As a school we observe two key duties:

- We **must not** directly or indirectly discriminate against, harass or victimise disabled children.
- We **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

6. MANAGING PUPILS NEEDS ON THE SEND REGISTER

Wave 2

All children on the SEND Register will have an IEP and a one-page profile, which details important information about the child, including their areas of strengths, their outcomes and steps taken to allow children to achieve them, along with any other professionals who have contact with the child. The support provided is then recorded and costed out on the school's Provision Map. The SENDCO along with an Assessment Coordinator will be responsible for keeping this up to date. We treat our IEPs as working documents that are continuously being evaluated. An overall evaluation then takes place termly. Class teachers are responsible for evidencing progress according to the outcomes described in the plan and will need to inform parents of progress made. The SENDCO reviews all records provided by class teachers to ensure consistency across the school, appropriateness and quality of outcomes.

At Buckshaw this is what wave 2 SEND support looks like:

- Speech and Language therapy with our Higher Learning Teaching Assistant (HLTA) who works closely with our external speech therapist, assessing pupils and providing appropriate episode plans to be carried out. We believe in having an

inclusive learning environment in which children can meet their personalised targets within their classroom environment. However, we also recognise pupils needing speech therapist require a quiet, acoustically friendly environment. For this reason, we endeavour to deliver these sessions in a room different to the classroom.

- Ginger Bear time to talk groups with our family support worker.
- Early Talk Boost
- Better readers / Project X
- Precision Teaching
- Small group phonics
- Fine and gross motor skill exercises
- Sensory diets
- Social stories
- Emotional Literacy support

SPECIALIST SUPPORT

Wave 3

School may involve specialists at any point to advise them on early identification of SEND and offer advice on effective support and interventions. This will also include discussion with the Educational Psychologist either as a cluster group consultation or on an individual basis depending on the type of need the child has.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those within school or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists.

The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

At Buckshaw this is what wave 3 SEND support looks like:

- Advice from specialist teachers
- Children and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy referrals
- Educational Psychologist referrals
- Outreach services
- Chorley Inclusion Support Service (CISS)
- Use of computers/ICT as an alternate recording tool

- Art therapy
- Lego therapy
- Learning Disability Team

EDUCATION, HEALTH AND CARE NEEDS ASSESSMENTS

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND needs of a child or young person, the child or young person has not made expected progress, the school or parents will consider requesting an Education, Health and Care Plan (EHCP) needs assessment. This will take place following Lancashire Education Authority guidelines and the SEND reforms (2014).

The SENDCO will complete a CAF (Common Assessment Framework) and a nominated person or Lead professional will be identified. Team around the Family (TAF) meetings will be held as deemed appropriate. The 'One Page Profile' will be completed as part of this process. At this point, following TAF meetings, a request could be made for Statutory Integrated Assessment (SIA). This would then lead to an assessment from the Educational Psychologist. All documentation will then be collated and a request for Integrated Assessment will be made. Depending on the outcome a plan coordinator will then present the case to a meeting of professionals who will then decide if an EHC plan along with an agreement plan is needed. A budget is agreed and the EHC plan is then drafted in coordination with the child, professionals and parents. Once a draft is discussed and approved this then becomes the EHC plan.

CRITERIA FOR EXITING THE SEND REGISTER

If it is felt that children are making progress which is sustainable then they may be removed from the SEND register. If this is the case, then the views of the teacher, SENDCO, pupil and parents need to be considered, as well as that of any other professionals involved with the child. If it is agreed by all to remove the pupil from the SEND register, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

7. SUPPORTING PUPILS AND FAMILIES

At Buckshaw we take an active role in ensuring pupils and families are supported throughout their time with us. We have an on-going rapport with pupils and families regarding the support that is being provided, progress towards outcomes and discussion around home

activities that will support the pupil further. We strive for parental engagement to ensure that any actions taken strengthen the impact, ensuring the pupil is kept at the centre of all decisions made. As part of our QFT strategies we provide daily check in times with a teacher or TA to support our pupils Social, Emotional and Mental Health. Our Family Support Worker also provides support across the school for children and their families.

8. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions will be supported so that they have full access to the curriculum, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Individual healthcare plans specify the type and level of support required to meet the medical needs of pupils. The implementation of care plans is provided by the child's external care team. Training for staff will be put into place and carried out prior to the child starting with us at Buckshaw.

9. MONITORING AND EVALUATION OF SEND

Pupils are monitored regularly, and IEPs evaluated termly. Although, here at Buckshaw we take on the approach that these are working documents and are continuously in progress. Provision offered is discussed with the class teacher and TA's. It is then decided whether to continue or to find an alternative strategy or intervention to support individuals. This will be indicated within the Provision Map.

The SENDCO will regularly audit provision and will meet with parents to discuss their views alongside the views of staff and pupils.

10. TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual

pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND.

The school's SENDCO regularly attends the Lancashire SENDCO Cluster meetings in order to keep up to date with local and national updates in SEND.

11. ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. The governors, in consultation with the Head teacher, have a legal responsibility for determining the policy and provision for pupils with SEND. They maintain a general overview and have an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- The necessary provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for pupils with SEND.
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of others.
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2001) and SEND reforms 2014.
- Parents are notified if the school decides to make SEND provision for their child.
- They are fully informed about SEND issues, so that they can play a major part in the 'All About Me' self-review.
- They set up appropriate staffing and funding arrangements and oversee the school's work for SEND.

The **Head Teacher** is responsible for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs.
- Keeping the governing body informed about SEND issues.
- Working closely with the SENDCO.
- The deployment of all special educational needs staff within the school.
- Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.

The **special educational needs/disability co-ordinator** (SENDCO) 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.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other school staff.
- Helping staff to identify pupils with special educational needs.
- Carrying out assessments and observations of pupils with specific learning difficulties.
- Supporting class teachers in devising strategies, drawing up Pupil Profiles, setting targets appropriate to the needs of the pupils, (IEPs) and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of TAs in the classroom.
- Liaising closely with parents of pupils with SEND alongside class teachers, 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 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 KLIPS, SATs, PIVATs etc.
- Contributing to the in-service training of staff.
- Liaising with the SENDCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.
- Taking part in county SEND moderation.

Class teachers are responsible for:

- Providing Quality First Teaching for all children.
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCO, parents and pupil).
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis.
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.

- Directly liaising with parents of children with SEND.

Teaching Assistants will:

- Be fully aware of the school's SEND policy and the procedures for identifying,
- Assessing and making provision for pupils with SEND, use the school's procedure for giving feedback to teachers about pupil's progress.
- TA's work as part of a team with the SENDCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing IEPs and monitoring progress.

12. STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEND register will be stored with their Pupil File in fireproof cabinets in the SENDCO / Family Support workers office; these cabinets are locked overnight. SEND records will be copied, stored securely and then passed on to a child's next setting when he or she leaves Buckshaw. The school has a confidentiality policy which applies to all written pupil records.

13. ACCESSIBILITY

The Disability Discrimination Act (DDA), as amended by the SEND and Disability Act 2001, places a duty on all schools to increase, over time, the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Buckshaw's Accessibility Plan can be found on the school website under the *Important Documents* tab.

14. DEALING WITH COMPLAINTS

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the *Important Documents* tab. Namely, Parental Complaints Policies and Procedures.

15. BULLYING

At Buckshaw we follow the guidelines as set out in our behaviour policy. Issues that arise are tackled holistically within our RSHE lessons allows all pupils to be understanding of individual needs including pupils with SEND. Pupils are taught to be tolerant of each

other and to include everyone no matter what their ability or need. All pupils feel safe and know they can seek advice from all adults in school if needed.

16. LINKED POLICIES/DOCUMENTS

- Accessibility plan
- Behaviour policy
- Complaint's procedure
- Confidentiality policy
- Data Protection policy
- Equality Plan and Procedure
- Managing Medical Conditions in School policy

17. REVIEWING THE POLICY

This policy will be reviewed by the SENDCO and governors on an annual basis.