



Adopted: September 2019

To be reviewed: September 2020

SEND Policy

1 Introduction

- 1.1 This policy was written in line with the Children and Families Act (2014) and SEND Code of Practice: 0 to 25 years (2014).

2 Aims and objectives

- 2.1 The aims and objectives of this policy are:
- to ensure that the special educational needs of children are identified, assessed and provided for as soon as possible;
 - to enable **all** children to have full access to all elements of the school curriculum from the Early Years and Foundation stages through to the National Curriculum;
 - to ensure **all** children have opportunities to develop a positive self-image, self-esteem and a positive attitude towards others;
 - to ensure that all children are treated equally and that children with a special educational need or disability are not treated less favourably in any way;
 - to ensure that parents or carers are able to play their part in supporting their child's education;
 - to ensure that our children have a voice in this process.

3 Definition of Special Educational Needs (Taken from the Code of Practice 2014)

- 3.1 A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.
- 3.2 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

- 3.3 The Code of Practice 2014 states “Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The impact of these combinations on the child’s ability to function, learn and succeed should be taken into account.” These areas of need are:
- communication and interaction
 - cognition and learning
 - Social, emotional and mental health difficulties
 - sensory and/or physical needs
- 3.4 Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

4 Roles and Responsibilities

4.1 The Governing Board

The Governing Board has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The Governing Board does its best to ensure that the necessary provision for any pupil identified as having special educational needs is provided.

The Governing board has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the Headteacher. The Headteacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

4.2 The SENCO (Special Educational Needs Co-Ordinator)

The main roles and responsibilities of the SENCO are:

- overseeing the day-to-day operation of the school’s SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

- ensuring that the school keeps the records of all pupils with SEND up to date

4.3 The Headteacher

The Headteacher has responsibility for the management of all aspects of the school's work including provision for children with Special Educational Needs. The Headteacher works closely with the SENCO and reports annually to the Governing Board on SEND provision and outcomes.

4.4 Teaching and Non-Teaching Staff

Teaching staff are fully aware of the procedures for identifying, assessing and making provision for pupils with special needs. They will work closely with the SENCO to identify targets and be responsible for ensuring their implementation. Teaching assistants will work as necessary under the direction of the teacher to deliver and review strategies.

5 Special Educational Needs Provision

- 5.1 Teaching staff make on-going assessments of children's needs and progress. If assessment indicates a child may have a learning difficulty we can use a range of strategies that make full use of all available classroom and school resources. Some children may need a small amount of additional support within the classroom, as part of the school's usual working practices. This support is known as **Quality First Teaching**. The class teacher may also offer interventions that are different from or additional to those provided as part of the school's usual working practices. This level of support is described as **School Support**.

In consultation with the SENCO, the class teacher will decide on the intervention, which needs to take place and the child's name will be added to school's Inclusion Register.

- 5.2 Support and advice may be needed from outside agencies eg, the Educational Psychologist or the Learning Support Services of Bradford Children's Services. The SENCO will seek the permission of parents and carers before referring a child. Children will normally be seen in school and any additional strategies will, where possible, be implemented within the normal classroom setting. Children may need more specific or intensive intervention. This enhanced level of support is described as **School Support +**.
- 5.3 If a child continues to demonstrate significant cause for concern, a request for an assessment of education, health and care needs will be made by the SENCO to Bradford Children's Services. This will be made in consultation with parents or carers, the pupil, colleagues and external agency workers. This may result in an Education, Health and Care Plan being written for the pupil and additional funding being allocated to the school. During the collection of evidence, and if an Education, Health and Care Plan is introduced, support will be described as **EHCP**.

6 Allocation of resources

- 6.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an Education, Health and Care Plan.
- 6.2 The Headteacher informs the governing board of how the funding allocated to support special educational needs has been employed.

- 6.3 The headteacher and the SENCO meet annually to agree on how to use funds directly related to Education, Health and Care Plans.

7 Assessment

- 7.1 Early identification of special educational needs is vital. If a concern is raised, the class teacher informs the parents or carers at the earliest opportunity and enlists their active help and participation.
- 7.2 The class teacher and the SENCO assess and monitor all children's progress in line with existing school practices. This is an ongoing process.
- 7.3 The SENCO works closely with parents/carers and teachers to plan an appropriate programme of support.
- 7.5 Bradford Children's Services seeks a range of advice before introducing an Education, Health and Care Plan. The needs of the child are considered to be paramount in this.

8 Access to the curriculum

- 8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
- understand the relevance and purpose of learning activities
 - experience levels of success and achievement
- 8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, we differentiate work appropriately and we use assessment to inform the next stage of learning.
- 8.3 All staff have high expectations of all children. Teachers set targets for children, which are deliberately ambitious but achievable.
- 8.4 Through continuously assessing gaps in individual children's learning, challenging but achievable targets are set to ensure that children experience success.
- 8.5 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups or in a one-to-one situation outside the classroom.
- 8.9 We make provisions for all children to attend any clubs they wish, though due to high demand we do have a waiting list for some activities. We do not offer targeted extra-curricular activities for children with Special Education Needs, but instead actively try to ensure that all our extra-curricular activities, including our two residential visits, are adapted for children's specific needs.

9 Partnership with parents and carers

Parents are contacted as soon as a concern is raised. They will be consulted about any extra support that will be put in place for their child in school. If it is believed that a child would benefit from working with a professional from another agency (Speech and Language Therapist, Educational Psychologist etc.), parents will be contacted to discuss this and give their permission for support to take place.

- 9.1 The school aims to work closely with parents and carers in the support of those children with special educational needs. Parents and carers have much to contribute to our support for children with special educational needs.
- 9.2 The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents and carers.
- 9.3 We have regular meetings each term to share the progress of children with their parents or carers. We inform the parents/carers of any outside intervention and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.
- 9.4 Parents or carers are always welcome to make an appointment to meet with our SENCO at a time that suits them. They can do this by contacting the school office.

10 Pupil participation

- 10.1 During regular meetings with their class teachers, children are involved at an appropriate level in contributing their ideas or targets. Children are encouraged to make judgements about their own performance against their targets.

11. Transition for children with SEND

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving from/to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on/received as soon as possible.

When moving classes within school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher.
- Any relevant documentation about your child will be shared with the new teacher.
- Your child will also visit their new class during the summer term – meeting all of the staff who will be working with them.

In Year 6:

- The SENCO will discuss the specific needs of your child with the SENCO of their secondary school, and pass on any and all relevant documentation.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- Some children will be offered extra small group or individual visits to their new secondary school, accompanied by a member of staff from Farfield, if it is felt that this will be beneficial.

11 Monitoring and review

- 11.1 The SENCO monitors the movement of children within the SEND system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 11.2 The SENCO and the headteacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs meet regularly.
- 11.3 The governing board will review this policy and consider any amendments in the light of the annual review findings.

Signed _____ Date _____
(Head teacher)

Signed _____ Date _____
(Chair of Governors)