

SEND Policy

November 2021



Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of children the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them

INTENT:

At Boney Hay Primary Academy, we are inclusive. The school motto, the child is the centre, is underpinned in all that staff plan and do. Every child has the right and entitlement to a broad and balanced, relevant and differentiated curriculum, which is delivered appropriately to meet a range of needs and abilities.

Purposes:

- The whole school as a whole recognises and meets the needs of all its pupils
- Staff will share clear expectations that children will do their best
- Children's needs will be accurately assessed and their needs matched with appropriate work to match the needs of the child
- Children with special educational needs and disabilities will have the right to work successfully alongside their peers
- Children with special educational needs and disabilities may need additional help and support to enable them to take advantage of all the opportunities open to members of the school
- The school will recognise different learning styles – visual, auditory, kinaesthetic and take these into consideration
- The school will develop partnership with all parents
- To encourage children to participate in all decision making processes and contribute to the assessment of their needs

Boney Hay Primary Academy is a mainstream primary school offering provision for children aged 4-11 years. We are committed to providing an inclusive education for all of our pupils. There are occasions when some of our pupils need specific provision to meet their individual needs. The need could be physical, sensory, learning, emotional, social or behavioural. All children are valued, respected and welcomed to the school whatever their additional educational need. We will support their learning and ensure they are fully included in all school activities, making full use of externally provided facilities where appropriate.

We follow the SEND Code of Practice: 0 to 25 years, which commits to improve services for vulnerable children and support families. Its aim is to ensure that all children and young people can succeed. The Bill has extended the SEN system from birth to 25 years of age and gives parents, carers children and young people more choice and control over the support that is needed. It allows services and local authorities to work more closely together and gives some families a personal budget giving more control and choice regarding how needs are met.

IMPLEMENTATION

How will staff know if my child needs extra help?

Staff- teachers and learning support assistants- might notice signs such as:

- Your child may start to fall behind- they may not be working at the level expected for their age
- Their behaviour might change in school
- They might come into mainstream school with an Education, Health and Care plan (EHCP) already in place
- You might raise concerns with us about their progress or if there have been changes in behaviour at home
- We might have discussions with your child about any concerns or issues they may have about their learning

What should I do if I think my child has a Special Educational Need or Disability? (SEND)

If you have any concerns, firstly raise them with your child's class teacher. They will be able to give you the most accurate information about how your child is performing in school compared to what is expected for their age.

You can make an appointment with the Special Educational Needs Co-ordinator (SENDCo) to discuss your concerns. They will be able to offer support and referral to specialist services where appropriate.

Our current SENDCo is Mrs Norgate.

Your G.P. may also be able to help if you feel there is a specific need.

How will I be consulted if school feel my child has SEND?

If the class teacher feels there is a concern they may ask you to come and see them in between the scheduled parent's evenings. They will always speak to you first and will not seek advice from other agencies without your permission. They may also ask the SENDCo team to contact you if that is felt to be appropriate.

What will happen once a concern has been raised?

We have a variety of ways to begin to identify any additional needs that your child may have. These may include:

- observation of your child in class by class teacher or the SENDCo
- Where we felt we needed more support we may contact an outside agency- this would need your written permission and you would be made aware when this would take place
- Reasoning or understanding tests- aiming to give a snapshot of where your child is working now
- We will meet with you to discuss the outcomes and what would be the best course of action to support your child

How will you support my child if they have SEND?

We will always do our best to support your child to help them achieve their maximum potential.

- Their class teacher will be aware of your child's needs and will arrange for a learning support assistant to support specific tasks according to their need
- Your child's name will be included on the school's SEND register
- Your child may be given a target plan with targets specific to their needs as well as having measurable outcomes to celebrate their successes; this will be reviewed on a regular basis to ensure their needs are still being met
- Your child may also be given a Personal Education Plan (PEP)
- Some children may receive 1:1 support or be offered teaching in groups smaller than their class
- A priority place on the ELSA programme, Forest Schools or Lego therapy may be offered to support a child's social and emotional well-being although these programmes are offered to children without SEND as well
- Referrals for advice, assessment or support may be made to an outside agency depending on your child's need

These agencies may include:

- Educational Psychology Service
- Speech and Language Therapy Services (SALT)
- Occupational Therapy Services (OT)
- Autism Outreach Service (AOT)
- School Nurse/ Health Visitor
- Early Years Forum
- SEND Hub
- CAMHS- Children and Adolescent mental health services

How will the curriculum be matched to my child's needs?

All children work towards the same objectives, but on different levels. Work is set at different levels and children are encouraged to choose the level that they feel is best for them as well as seeking a challenge. This differentiation allows all the children to access the curriculum, but at their level of understanding.

Regular update meetings are held for staff to share concerns about individuals with the SENDCo. This meeting also looks at the impact and effectiveness of any interventions and where the individual may need to go next.

How is my child involved in their education?

- Children are supported to express how they learn best and what they think about their education
- Children are asked to assess their own work to identify how they feel they are getting on with their learning
- Children take part in setting and reviewing their targets regularly

How is the decision made about what support my child will need? How much support will they receive?

- Your child's class teacher and the SENDCo will discuss what support would be needed and how this can be best offered in school
- If an EHCP is already in place or is begun during your child's time in school the specified hours on this will be provided
- Support may be offered in the form of small group or 1:1 interventions run by learning support assistants outside of the whole class setting
- Additional support offered will be determined by the assessed need of your child

How will I know how well my child is doing?

- Regular review meetings of target plans are held
- Parents evenings are held to discuss progress of all children
- Class teachers, the SENDCo and learning support assistants meet on a regular basis to professionally discuss the progress of all children
- Parents are encouraged to meet with other agencies to discuss the support that they have provided and how this is impacting on their child

How will school know how well my child is doing?

- Teachers monitor progress regularly and compare this to age-related expectations
- Reading, spelling and maths can be assessed using standardised tests to give a reading/ spelling/ maths age as well as measuring progress
- Children who are not making expected progress are identified in regular review meetings with the class teacher and Senior Leadership team

How is my child's well-being supported and developed?

- We are an inclusive school that celebrates the uniqueness of all of our children
- Resources will be specifically chosen to support your child
- Nurture, ELSA, Commando Joes and Forest Schools are offered across school to raise self-esteem

What services and expertise are accessed by school?

- Our SENDCo is an experienced teacher and has completed the National Award for SENDCo qualification

- All staff receive continuous updates and relevant training on SEND provided where possible by the external agency most appropriate
- Outside agencies are very welcome to come into school and the SENDCo actively seeks advice from them
- The SENDCo regularly recommends the Staffordshire Connect website and Local offer as a source of support to families with children with SEND
- The SENDCo works closely with Social Services and other agencies such as the school nurse where needed

How will my child be included in activities outside of the classroom?

- All children are encouraged to join in extra-curricular activities, whatever their need
- All children are also encouraged to take part in school trips
- Where extra support is needed to facilitate this the adult to child ratio will reflect this
- As social and emotional needs are identified, support is tailored in school through various interventions
- Regular opportunities are provided during PSHE time for pupils with or without SEND needs to discuss issues that may have arisen during school such as bullying

How accessible are we to anyone with a specified need?

- Boney Hay Primary Academy is accessible for all
- Our school is one level and has disabled access ramps on key points of entry to the building
- Disabled parking bays are available close to the school entrances

How well will my child be supported at time of transition such as joining our school or moving from Year 6 to High School?

- Transition events are held in the summer term where every child meets their new teacher and works in their new setting
- Children who are joining Reception are encouraged to attend Stay and Play sessions
- Transition meetings are held with teachers from our school and the High Schools which our leavers will go to
- Information is shared, with parental permission, between settings to allow routines to be continued
- Year 6 leavers are offered further support to prepare for High School

How are school Governors involved with SEND?

- There is a nominated governor with responsibility for monitoring SEND provision in school
- Regular meetings are held between the SEND link governor and the SENDCo

What should I do if I am worried about SEND provision or I wish to make a complaint?

- Firstly speak to your child's class teacher or make an appointment to speak to the SENDCo
- If you still have concerns please make an appointment to speak to Miss Stacey or Ms Willington

If you wish to make a complaint please contact Ms Willington or put the complaint in writing for the attention of the Chair of Governors.

If you require further information about the Local Offer, please visit Staffordshire Connects:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

IMPACT

The success of this policy is measured through the careful consideration of the outcomes of our SEND learners and takes account of assessment information as well as various monitoring activities, including the collection of pupil, staff and parent voice.

This policy is reviewed annually and shared with the Local Academy Council.