



Basildon C.E. Primary School SEND Local Offer and Policy



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Endorsement

<i>Reviewed and approved by the Full Governing Body on</i>		1 st December 2022	
<i>Headteacher</i>		<i>Chair of Governors</i>	
<i>Name</i>	Melissa Cliffe	<i>Name</i>	Barbara Hunter
<i>Signature</i>		<i>Signature</i>	
<i>Date</i>	1 st December 2022	<i>Date</i>	1 st December 2022

Mainstream Schools' Local Offer:

BASILDON CE PRIMARY SCHOOL

Autumn Term 2022

Introduction

Basildon CE Primary School is a small village school in West Berkshire, near the border of Berkshire and Oxfordshire. We are a happy and thriving school with 8 classes (including a nursery class) and around 180 pupils aged 2-11. We consider ourselves to be a caring, inclusive school with a positive and welcoming ethos, aiming for the very best for each child in our school. This is echoed by our 3 key values: 'Respect, Resilience, Excellence'.

We have a very good track record for supporting children with SEND and have a strong belief in developing the whole child, focusing on personal development as well as academic progress.

Definition of Special Educational Needs and Disability (SEND):

A child has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age.

A child has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age. This excludes children of low ability who are achieving their potential, pupils making appropriate progress through access to programmes and resources normally available in school, and gifted pupils.
- Have a disability or medical condition that prevents them from making full use of educational facilities available at the school.

Principles

- The school will take full account of the code of practice
- All Local Authority SEND funding delegated to the school will be used to support the school's SEND programme
- Resources provided as part of an Education Health and Care (EHC) plan of SEND shall be used in the best interests of the child.
- Governors will consider annually as part of the budget setting process whether additional resources should be allocated
- Parents and children should be fully involved in the processes
- The school recognises the important role provided by outside agencies and seeks to create positive and beneficial working relationships with them on behalf of children with SEND.

Aims

At Basildon CE Primary School we are committed to providing high quality, effective and inclusive education for all children, including those identified as having special educational needs or disabilities. The aim of this policy is to explain how we provide specific education where required to ensure all children have equal rights and the chance to succeed.

Children may have special educational needs or disabilities (SEND) either throughout or at any time during their school career. These may be displayed in one or more of the following categories: physical, emotional, behavioural and cognitive. This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child.

Objectives

To achieve these aims the school has to:

- Ensure that the educational needs of children are assessed and identified.
- Ensure that every child must be able to access all aspects of the curriculum at the appropriate level according to their individual needs and abilities.
- Create an environment that meets the SEND of each child.
- Identify the roles and responsibilities of staff in providing for the children's SEND.
- Enable all children to have equal and full access to all aspects of the school curriculum and life as far as possible within the resources available.
- Enable children in the school to work towards promoting a positive self-image and respect for all.
- Regularly review and evaluate children's progress and needs, and to work in partnership with parents and children throughout the process.

Educational inclusion

At Basildon CE Primary School we endeavour to create an environment where all children are included, provided for and able to be happy and succeed. Through appropriate curricular provision, we respect and support the fact that children;

- Have different strategies for learning.
- Have different educational and behavioural needs and aspirations.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

To allow all children to access high quality learning, we deliver high quality teaching to all children in our school. Teachers consistently respond to children's needs by:

- Delivering lessons with a range of teaching styles to suit a range of learning styles.
- Using a range of strategies to meet children's special educational needs.
- Planning lessons that have clear learning objectives, tracked back and forward when required, setting appropriately differentiated tasks, and assessing effectively to inform the next stage of learning.

Responsibility and roles

This policy is the responsibility of both staff and governors. It will be implemented by the classroom teachers and be co-ordinated by the Inclusion Leader. The named SEND coordinator/Inclusion Leader with special responsibility for SEND is **Claire Ward**. The named SEND governor for the school is **Rachel Chapman**. The Governing Body as a whole is responsible for monitoring and ensuring there is effective provision for pupils with special educational needs.

The role of the Head Teacher:

- Taking responsibility for the management of all aspects of the school's work, including provision for pupils with SEND.
- Liaise with external agencies, where appropriate.
- Provide training, support and guidance for all staff.
- Ensure that SEND and Inclusion development needs are highlighted in the school development plan (SDP).
- Working closely with designated SEN staff within school.
- Ensuring that the implementation of this policy and the effects of inclusion on the school as a whole are monitored and reported to governors.

The role of the governing body:

- Ensure that SEND and Inclusion development needs are highlighted in the school development plan (SDP).
- Monitoring the provision made by the school for any child with SEND, to ensure that each child is given the individual, necessary provision they need.
- Being involved in developing, monitoring and reviewing this policy.
- Ensure they are fully informed about SEND issues, so that they can play a major part in the school's self-review.
- Supporting the SENCo and holding them to account, including through monitoring the implementation of the school's SEND policy and through regular discussions at governors' meetings.
- A member of the governing body is responsible for liaising with the SENCo, together reporting back throughout the academic year to the governing body. (See above for details)

The role of the Special Educational Needs Co-ordinator (SENCo):

- Overseeing the day to day operation of this policy.
- Creating an annual action plan relating to the school's current needs.
- Liaising with, advising staff and supporting them, where needed, in identifying children with SEND.
- Supporting class teachers in devising strategies, creating and reviewing 'support and achievement plans' (SAPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom.
- Carrying out detailed assessments and observations of pupils.
- Co-ordinating, monitoring and evaluating provision for children with special educational needs, and reporting to the headteacher and governing body.
- Maintaining the school's SEND tracking register and overseeing the records on all pupils with SEND.
- Liaising closely with parents of children with SEND.
- Contributing to staff meetings on SEND and to the in-service training of staff linked to SEND.
- Liaising with other SENCos and partner primary, secondary or special schools, especially when a child is transferring schools.
- Liaising with external agencies including the educational psychologist service and other support agencies, medical and social services and voluntary bodies.

The role of the class teacher:

- Include pupils with SEND in the classroom, providing an appropriately differentiated curriculum and helping all children manage their behaviour, learn effectively and safely, and experience success.
- Identify each child's needs and skill levels.
- Advise the parents of any concerns and provide parents with feedback on children's progress.
- Contribute towards reports and referral forms for external agencies.
- Monitor and assess progress and maintain appropriate records, including in their class SEND folders.
- Create, share and ensure the implementation of individual support programmes for children with SEND; these are known as SAPs (Support and Achievement Plan).
- Following identification of the need for additional support, work with LSAs, the SENCo and other professionals, as appropriate, to put effective and appropriate provision in place to support learning.

- Be aware of this policy and the procedures for identification, monitoring and supporting pupils with SEND.

The role of the learning support assistant (LSA):

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- Work with children as part of additional provision organised by the class teacher/SENCo (including intervention programmes).

Stages of Educational Needs:

N.B. Some children have medical needs that require special arrangements, but is not impacting their academic progress; this is now dealt with as a medical issue and the list is maintained by the office. These children do not count as having SEND but the SENCo has a copy of these records.

Children who have been identified as having (or possibly having) SEND are placed within one of three stages:

1) Monitoring stage - This is an informal, school-based stage that is in addition to the Code of Practice stages and is used when a teacher or parent has academic, emotional or medical concerns about a child. It enables staff to consider whether SEN Support is needed. Parents are involved in these discussions and informed of the teacher's concerns (if the concern was not raised by the parents). As part of an 'assess, plan, do, review' cycle, the child will receive additional support and this will be monitored to see the impact. The school may also seek advice from other services or professionals at this stage too.

2) SEN Support (SENS) - Class teachers, in consultation with the SENCo, agree to place a child on the register. Parents and the child are consulted, information is gathered and a Support and Achievement Plan (SAP) is drawn up and implemented. The class teacher takes lead responsibility for co-ordinating the child's special educational provision, working with the SENCo to help produce and implement Support and Achievement plans. The school may be supported by external specialists or professionals, or the child may attend part-time provision at a centre such as LAL. The child will continue to be monitored closely to track their progress and attainment.

3) Education Health and Care Plan (EHCP) – When a child has a very high level of need and requires high levels of support within school they may require an EHCP. In this instance, we can submit an application to the Local Authority (LA) SEND panel for a Multi Professional Needs Assessment to take place. This may result in an Education, Health and Care Plan being awarded by the LA. If the LA agrees to an Education, Health and Care Plan it arranges, monitors and reviews the provision at least annually. An EHCP can stay with a child or young person until the age of 25 and will provide an annual amount of 'top up' funding to help support the child's provision.

A child will not necessarily pass through all three school-based stages. Action taken at one stage might mean that they will not have to move on to the next. Adaptive high-quality teaching and successful intervention may allow a child to move back through the stages and eventually be removed from the register. If their progress continues to cause concern however, they will be moved on, perhaps as far as a statutory assessment.

Identification and Assessment

There are 4 broad categories of SEND that different special educational needs or disabilities will be classed within, as outlined in the SEND Code of Practice (January 2015).

Communication and Interaction

This includes children who have speech, language and communication needs (SLCN). They have difficulty communicating with others. This may be because they have difficulty saying what they want to, understand what is being said to them or they do not understand the social rules of communication. Children on the Autistic Spectrum may have particular difficulties with social interaction.

Cognition and Learning

This includes children who learn at a slower pace than their peers, even with appropriate adaptation and support. They may have moderate, severe or profound learning difficulties or may have a specific learning difficulty (SpLD) such as dyslexia, dyscalculia or dyspraxia.

Social, Mental and Emotional Health

This includes children who have severe difficulties in managing their emotions and behaviour. They may show inappropriate responses and feelings to situations and may be withdrawn or isolated, disruptive, hyperactive or lack concentration. This includes children with ADD and ADHD.

Sensory and/or Physical Needs

This includes children with visual impairment (VI), hearing impairment (HI), a multisensory impairment (MSI) or a physical disability (PD). They may require specialist support and/or equipment to enable them to access their learning.

These four broad categories give an overview of the range of needs that should be catered for. The purpose of identification is to determine what action the school needs to take, not to fit a child into a category. Some children will fall into more than one category or their needs might change over time.

Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND.

Identification:

Some children arrive at the school with special educational needs already having been identified and initial action taken. In this instance the school co-ordinates with previous settings and professionals (where appropriate) to continue or adapt the support currently provided.

Where the school identifies a difficulty, the class teacher or parents will initially raise concerns about progress. These concerns may become evident through everyday activities or may come to light as a result of screening or formal assessment procedures. The Monitoring Stage (detailed above) is to enable an informal assessment to take place and to monitor the effectiveness of simple intervention strategies. Once concerns are raised, a graduated response will begin – assess, plan, do and review.

If the difficulty is persistent and long term, and/or there is not sufficient progress or positive response to intervention and support, a special educational need will be identified and the child will be moved on to SEN Support. At different stages of this process, assessments may also be carried out by staff from the Cognition and Learning Team, the Educational Psychological Service and/or Berkshire Healthcare Children, Young Persons and Families Services. Parents may also seek private assessments during this process too.

Access to the Curriculum and Integration:

Children with SEND should, wherever possible, have full access to the broad and balanced curriculum available to all children and be fully integrated into the life of the class and the school. We seek to achieve this through:

- Adaptive, high quality teaching for all children.
- Using LSAs to work with groups and individual pupils as directed by the class teacher and in accordance with child's need if applicable.
- Providing good quality training to both teaching and support staff.
- Ensuring that teaching resources and materials are adapted as necessary to make them more relevant and appropriate to the needs of each child or group of children with SEND.
- Providing opportunities for pre-teaching and over-learning where needed.
- Ensuring all children with SEND have equal access to ICT resources and where necessary be given access to the appropriate ICT equipment to support other areas of the curriculum.
- Providing additional resources within lessons to support children's individual needs and/or difficulties to enable them to access the learning of the lesson.

Partnership with parents

Working in partnership with parents is key to enabling children with SEND to achieve their potential. Parents hold key information about their children and have knowledge and experience to contribute to the shared view of the children's needs and how they can best be supported. All parents will be treated as partners and encouraged to play an active and valued role in their child's education, both through ongoing informal liaison, as well as termly reviews of their child's individual plan (SAP). Termly SAP reviews are an opportunity to have an extended discussion with the child's class teacher about how your child learns, progress being made and future support needed to reach their potential.

Children with SEND often have a unique knowledge of their own needs and views about what sort of help they would like. All children will be encouraged to contribute to the assessment of their needs, reviews and transition arrangements as appropriate for their age and maturity.

Basildon CE Primary School operates an open-door policy – all parents are encouraged to celebrate success or share concerns at any time. We encourage parents to make an active contribution to their children's education by working closely with class teachers. At all stages of the SEND process parents are kept fully informed and involved. Any outside agency involvement is discussed and agreed with parents beforehand and any reports from this involvement are shared with parents. Reports, assessments and feedback from professionals and outside agencies are used by staff to support future decision making relating to the education of the child.

Further information about our SEND provision can be found in our SEND Information Report.

Further general information about our school can be found on our website:
<http://www.basildonprimary.org.uk>