



SEND POLICY

Autumn 2014

Contents

1 Special Needs Policy Statement and guidance 3

1.1 Introduction 3

1.2 Aims 3

1.3 Objectives 4

2 Identification: A Graduated Approach to SEN support 4

3 Provision for pupils with SEN 6

4 Educational Health Care Plans (EHCP) 6

5 Statutory Assessment for an EHCP 7

6 Management of the SEN Register 7

7 Supporting Pupils at school with Medical Conditions 7

8 Partnership with Parents 7

9 Complaints Procedure 7

10 Governors 7

11 Allocation of Resources and Funding 8

12 Staff Responsibility 8

APPENDIX 9

13 Disapplication and modification 9

14 Criteria for allocating additional support and on SEN register 10

15 Special Needs Provision Map: Birch Hill School 12

16 Social, mental and emotional health Difficulties Provision Map 14

17 Motor Co-ordination Difficulties Provision Map 15

18 Cognition and Learning Difficulties Provision Map 16

19 Sensory and/or Disability Provision Map 18

20 Communication and interaction Provision Map 19

At Birch Hill school we are committed to working together with all members of our school community. We believe in participation for all and strive to create an inclusive culture which recognises and celebrates the diversity of children's backgrounds, interest, experience, knowledge and skills. We are committed to giving all our pupils every opportunity to achieve the highest of standards. We value high quality teaching for all learners and actively monitor the teaching and learning in our school.

Birch Hill offers a broad, balanced and relevant curriculum and we have high expectations. We aim to create a learning environment which is flexible enough to meet the needs of all our pupils. We monitor and assess the outcomes and progress of all learners, ensuring that learning is taking place.

1 Special Needs Policy Statement and guidance

1.1 Introduction

This Policy complies with the Statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE 2013
- SEND Code of Practice 0-25 September 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Supporting Pupils with Medical Conditions Policy
- Medicines in School Policy
- Accessibility Plan
- Equal Opportunities Policy
- Teachers Standards 2012
- Care Act 2014

The policy will be implemented by all members of staff and monitored by the Special Needs Co-ordinator (SENCO) and Governors. It will be formally reviewed according to the school policy review schedule.

1.2 Aims

All children have a right to a broad, balanced and relevant education which provides challenge and an appropriate education that takes individual differences into account. We aim

to raise the aspirations of, and expectations for, all pupils with SEN and with a clear focus on outcomes for our pupils.

At Birch Hill we have adopted a “whole pupil, whole school” approach to SEND policy and practice. We aim:

- to ensure that every child with Special Educational Needs and Disability has their needs met and is given opportunities to achieve their personal best to become confident and aspirational learners;
- to ensure that all staff have high expectations for all pupils and each child reaches his/her full learning potential;
- to ensure that despite any physical, emotional, medical or learning difficulties, each child has a happy and stimulating environment in which to learn.

1.3 Objectives

- to ensure all pupils have full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum;
- to identify and provide for pupils who have special educational needs and additional needs ;
- to work within the guidance provided in the SEND Code of Practice 2014;
- to engage with children and listen to their needs;
- to provide support and advice for all staff working with special educational needs pupils;
- to provide resources for SEN throughout the school and direct resources to specific needs;
- to monitor and record the progress of each child with Special Educational Needs;
- to develop and maintain partnership and high levels of engagement with parents;
- to implement an ongoing **assess, plan, do** and **review** cycle of teaching and learning.

2 Identification: A Graduated Approach to SEN support

When considering the processes for early identification of additional needs and SEN, the class teacher will consider a pupil’s progress and attainment judged against peers and national expectations using the School Pupil Tracker data.

The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement.

The cyclical process of Assess, Plan, Do and Review is used to ensure that all pupils are enabled to make good progress and have positive outcomes in their learning.

Assess: teachers assess pupils learning, progress and attainment.

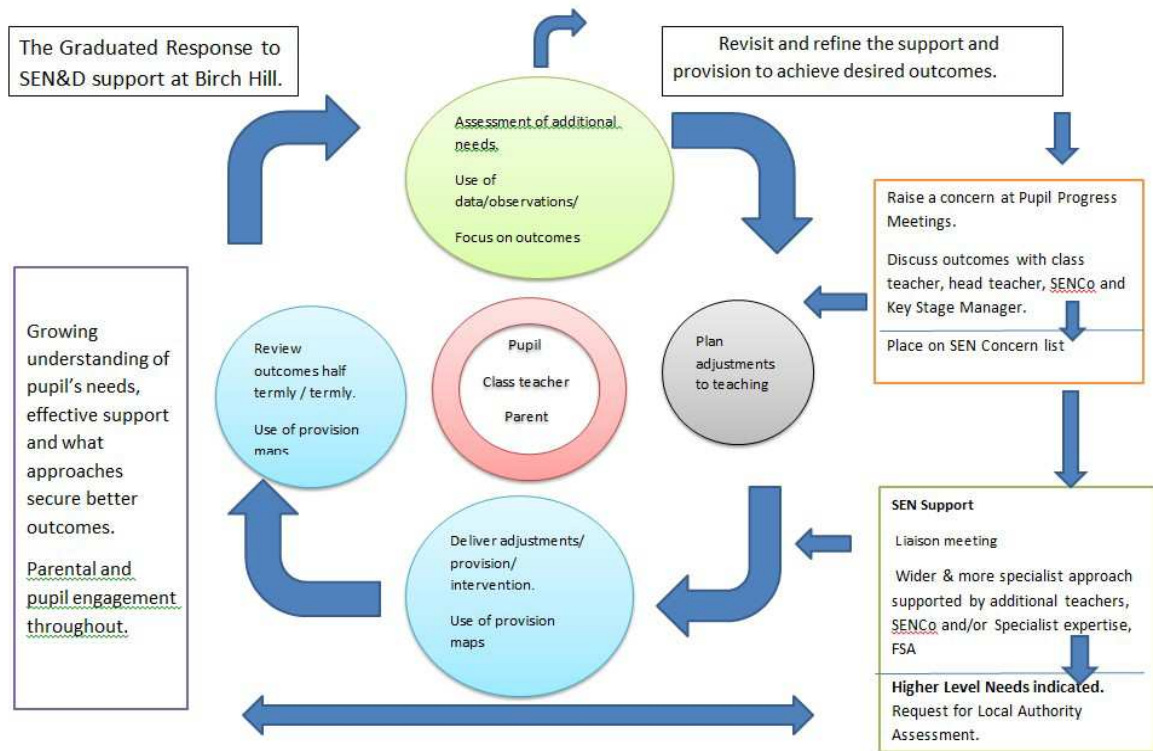
Plan: where there is a cause for concern, initial adjustments to teaching will be planned, focusing on a pupil’s individual need and desired outcomes.

Do: pupils are engaged in learning activities with a clear focus on learning outcomes

Review: if, when reviewing the outcomes of adjustments there remains a cause for concern, additional interventions will be considered.

These will be planned, delivered and reviewed in a timely fashion by the class teacher and/or support staff. The cycle may be revisited and refined if necessary.

Attainment and progress will be monitored according to the schools assessment schedule and each term pupil progress meetings will held with the head teacher, key stage manager, SENCo and class teacher.



In a graduated approach to SEN, a pupil will be identified as having Special Educational Needs (SEN) if they do not make adequate progress despite having:

- access to good quality personalised teaching,
- adjustments made to teaching
- access to a range of targeted interventions focused on specific outcomes.

If pupils reach the thresholds for SEN as identified by the school tracking system (see appendix for Thresholds of SEN) they will then be identified as having SEN and placed on the SEN register.

Discussions with the parents, teacher, SENCO, and the pupil will be evident throughout the process of identification.

When identifying the educational needs of pupils, consideration will also be given to the four broad categories of need as set out in the SEND Reform 2014 :

- Cognition and Learning;
- Communication and Interaction;
- Social, mental and emotional health;
- Sensory and/or Disability.

The purpose of identifying these areas of need is to establish the action needed and not to fit a pupil into a category. The educational needs of some pupils will be addressed through high quality class based teaching and learning; and no additional teaching and learning interventions may be required. For others, who are not making expected progress,

adjustments may have to be made to teaching and appropriate interventions may be required.

3 Provision for pupils with SEN

A pupil identified as having SEN will be provided with interventions that are different from, or additional to, the normal differentiated curriculum. The SENCO, in collaboration with the teacher, pupil and parents, will support the assessment and provision. If required, the SENCO will be responsible for liaising with specialist staff from outside the school and facilitating meetings with teachers, parents and pupils.

The school provides a range of interventions for all pupils (see appendix for School Provision Mapping according to Need). The class teacher, in consultation with pupil, parents, and supported by the SENCO, will decide the action required to help pupils make progress and attain desired outcomes. In order to provide pupils with the most appropriate and effective support a range of actions may be initiated:

- diagnostic assessment materials may be used by the SENCO, SEN staff and specialist teachers to help identify a pupil's difficulty;
- support staff may be deployed to work with the pupil;
- intervention programmes may be used;
- alternative or additional learning materials/or special equipment may be provided;
- group support may be arranged;
- staff development/training may be used to provide more effective strategies;
- teachers and SENCO may be supported by specialists from outside the school;
- assessment or additional support from a range of Services may be arranged for the pupil (eg the Educational Psychology Service, Behaviour Support Team, Autistic Spectrum and Social Communication outreach worker, Teaching and Support Service, the Language and Literacy Centre, Speech and Language Service, Occupational Therapy service).

Monitoring:

- The class teacher, with support from the SENCO, will be responsible for monitoring and tracking the progress of pupils identified with SEN.
- For those pupils identified with SEN **that requires additional support and intervention**, the class teacher will generate an individual support plan using the School Pupil Tracker. Targets will be set that are achievable, measurable and have a clear focus on outcomes. Interventions may be implemented.
- The targets and interventions will be discussed with the pupil and parents.
- The class teacher will monitor the pupil's progress and outcomes against the targets and will review these regularly in consultation with the SENCO where necessary.
- Pupils' targets and interventions will be reviewed with parents at least three times a year with the class teacher, usually at the termly parents' evening.
- The support will be monitored and reviewed at least on a termly basis.
- The pupil's and parent's input and opinions will be sought when generating and reviewing learning targets and intervention programmes.

4 Educational Health Care Plans (EHCP)

Some pupils with identified SEN, and on the SEN register, may not make appropriate progress with additional SEN Support. In this case the school can request an assessment of the pupil's needs by the Local Authority (LA).

5 Statutory Assessment for an EHCP

- Once the LA agrees to a statutory assessment it must assess the education, health and care needs of the pupil.
- The LA considers the need for an EHCP based on evidence provided by the school, by specialists involved with the child and by the child's parents and, if appropriate, the child.
- The LA considers the results of the statutory assessment and, if appropriate provides a EHCP
- The LA, parents and SENCO monitors and reviews provision
- The SENCO ensures all the relevant people are invited to the EHCP annual review meeting and that all those involved provide a written report in the time specified
- Prior to and following the annual review meeting, the SENCO will prepare the necessary paperwork in the specified time and ensure that it is sent to the relevant authorities.

6 Management of the SEN Register

The SENCO will manage and maintain the register of Special Educational Needs. This register will be available on SIMS (the school's information management system) and the School Pupil Tracker. Parents will be consulted and permission sought before a pupil is placed on the SEN register.

This register will reflect those pupils with SEND who do not need additional educational support as well as those pupils with SEND who are in need of additional educational support.

A pupil may exit the SEN register when they reach age related expectations and / or they no longer have a barrier to their learning and are making appropriate progress.

7 Supporting Pupils at school with Medical Conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, 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. (Also see School Policy Supporting Children with Medical Needs).

8 Partnership with Parents

Birch Hill firmly believes in developing a strong partnership with parents and that this will enable pupils with SEN to achieve their potential and secure better outcomes in learning. The school recognises that parents have a unique overview of the child's needs and, in partnership with the school and other relevant agencies, will be involved as to how best to support their child. Parents will be invited to make a contribution to the SEND Policy and School Offer. The school will make available details of the LA Parent Partnership Service and guide parents to the LA Local Offer.

9 Complaints Procedure

The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

10 Governors

The whole of the Governing body has responsibility for SEN. There is also a nominated Governor for SEN who meets with the SENCO at least annually to discuss relevant issues.

The Governing Body will be invited to contribute to any formal review of the Policy and will be regularly informed of its implementation

The Headteacher will undertake to keep the Governing Body informed of their statutory duties

11 Allocation of Resources and Funding

Funding for SEND varies from year to year. The Governing Body will ensure that resources are allocated to support appropriate provision for all and in meeting the objectives set out in this policy. The LA will provide top up funding for High Needs Pupils with an EHCP and this will be allocated according to the needs identified in the pupil's EHCP and subsequent reviews.

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.

The school's SENCo regularly attends the LA SENCO network meetings in order to keep updated with local and national updates in SEND.

12 Staff Responsibility

Angela Spooner-SENCO

Sue Bonner- SEN LSA and SEN Administrator

Sarah Franklin – SEN LSA

Della Payne – Family Support Advisor

SEN Governor – Alastair Lidster

Head teacher – Designated teacher for Safe Guarding

Head teacher- responsible for managing PPG/LAC funding

Head teacher – responsible for managing the schools responsibility for meeting the medical needs of pupils.

APPENDIX

13 Disapplication and modification

The school will use, where necessary, the current National Assessment Agency (NAA) procedures for modifying or disapplying the National Curriculum and its assessment arrangements. This will be appropriate only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances the school may decide that modification or disapplication is the correct procedure to follow. The school would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we feel that disapplication or modification is the correct course of action, parents the LEA and school Governors would be consulted.

14 Criteria for allocating additional support and on SEN register

| | Language and Literacy | Mathematics | Personal and social development | | |
|-----------|--|--|--|-------------------------------------|--------------------|
| | | | Interacting and working with others | Independent organisational skills & | Attention |
| YR end | Baseline assessment Below 6 Tracker Points | Baseline assessment Below 6 Tracker Points | | | |
| Y1 Term 1 | <ul style="list-style-type: none"> • Less than 10 high frequency words • Less than 10 sound-to-symbol knowledge • At any time > 3 tracker points below Age Related Expectations • Showing Red/Pink on the Tracker | | Less than level P6 | Less than level P6 | Less than level P7 |
| | | | Actions that restricts access to the curriculum on a daily basis. Raised in Liaison meeting on more than one occasion, despite behaviour modification strategies | | |
| Y1 Term 3 | <ul style="list-style-type: none"> • Reading/Writing • At any time > 3 Tracker Points below Age related Expectations. Showing Red/Pink on the Tracker • Year 1 Phonics Standards not met | At any time > 3 Tracker Points below Age related Expectations. Showing Red/Pink on the Tracker | Less than level P7 | Less than level P7 | Less than level P8 |
| | | | Actions that restricts own/others access to the curriculum on a daily basis. Raised in Liaison Meeting on more than one occasion, despite behaviour modification strategies | | |

| | | | | | |
|----------------------|--|---|---|--------------------|--------------------|
| | | | | | |
| Y2 Term 3 | <ul style="list-style-type: none"> At any time Reading/Writing > 3 Tracker Points below Age related Expectations Showing Red/Pink on the Tracker | <p>At any time > 3 Tracker Points below Age related Expectation Showing Red/Pink on the Tracker</p> | Less than Level P8 | Less than level P8 | Less than level P8 |
| Y3 Y4 Y5 Y6 | <ul style="list-style-type: none"> At any time if reading/spelling age is 18 months or more below chronological age using Salfords Reading Test / Schonell Spelling test At any time Reading/ Writing > 3 Tracker Points below Age Related Expectations. Showing Red/Pink on the Tracker <p>verbal reasoning ss < 85</p> | <p>At any time > 3 Tracker Points below Age related expectations. Showing Red/Pink on the Tracker</p> <p>Non verbal reasoning ss<85</p> | <p>Actions that restricts own/others access to the curriculum on a daily basis.</p> <p>Raised in Liaison Meeting on more than one occasion, despite behaviour modification strategies</p> <p>Actions that restricts own/others access to the curriculum on a daily basis</p> <p>Passing Team Leaders Stage of the School Behaviour Plan</p> <p>Raised in Liaison Meeting on more than one occasion, despite behaviour modification strategies</p> <p>Requires adult support to organise self to complete familiar tasks</p> <p>Unable to work without peer/adult support for more than 15 minutes</p> | | |

This criteria map is a guide, for the purpose of making clear to parents/carers, children and school staff the levels at which children might be considered for additional support and placed on the SEN register. The actual decisions, however, will depend on assessment of the child's rate of progress as set out in the SEN Code of Practice

as the Graduated Approach.

15 Special Needs Provision Map: Birch Hill School

| Inclusion Strategies delivered across the whole school | Assessment | Curriculum delivery | Classroom/ school activities | Environment/ resources | For parents | For staff |
|--|--|---|--|--|---|---|
| | On entry assessments | Differentiated and scaffolded | Structured play activities /Circle time/class rules | Visual clues, labels, displays | Meeting/newsletter School website | In service training |
| | EYES Profile | Multi-sensory Outdoor curriculum | appropriate tasks observations | Multi sensory resources Outdoor environment BF Inclusion website | Open Evening - Nursery | LEA Training EYES |
| | EAL | differentiated | Language acquisition | Bi Lingual texts | Home/ school liaison meetings | EAL advisor |
| | Teaching and Learning Styles | Multi sensory VAK lessons Adjustments | Brain Gym Mind Mapping Success Criteria | Interactive whiteboard Enhanced resources/apparatus Inclusive checklist | Home learning grids | In service training |
| | Annual/termly/ half termly school assessments HFW spellings, Reading, Speaking and Listening, Writing, Maths Science | Increased speaking and listening opportunities / modelling Talk for Writing Talk for Learning Talk for Maths | Phonics programmes / HFW lists /Maths vocabulary targeted /guided writing Magpie Boards BLP vocabulary to support learning | Enhanced resources Learning Intentions Working Walls Targets – Passports for Learning | Reporting at parent evenings Pupil learning profile on School Pupil Tracker Maths / Literacy information evenings | Co-ordinator support LA advisors |
| | Yr 3 Verbal/non verbal Yr 5 verbal/non | Intervention programmes Letters and Sounds | Termly /half termly assessments – core subjects | LSAs to support delivery Materials from the intervention | Common Assessment Framework (CAF) – advice from the FSA | Training to deliver the Intervention programmes |

Birch Hill Primary School SEND Policy

| | | | | | | |
|--|--|--|------------------------|----------------------------|--|---------------------------|
| | verbal SEN Salfords Schonell (Sept/March) | Toe by Toe SNIP Literacy Max's Marvellous Maths Booster Maths groups Reading Comprehension | | programmes | | |
| | Individual support Plans Termly targets set | Targets agreed with child | Achievement of targets | Individual Education Plans | Parent meeting – Termly targets set Individual support and provision shared /agreed | Tracker training /updates |
| | KS 1 SATs | | | | Information meeting | LA course |
| | Half termly assessments | | | | | |
| | KS 2 SATs | | | | Information meeting | LA course |

16 Social, mental and emotional health Difficulties Provision Map

| Special Educational Needs | Assessment | Provision in class | | | Provision out of class | Referrals for external support and / or advice |
|---|--|---|--|--|--|--|
| Emotional and Social Difficulties including ADHD ODD | | Structured programmes Teaching resources | strategies | Environment /resources | | BST Team CAMHS EWO Pyramid Club Social Services Ed Psych ASSC CAF - FSA |
| | Behaviour checklists Boxall profile | Circle of Friends | Specific Circle Times | Specific seating arrangements Individual time out strategies | Family Support Advisor Listening Ear BST support Social Skills groups | ADD/ADHD information services www.addiss.co.uk 02089522800 |
| | | Consistency model Behaviour charts Traffic Light system | Clear rules and boundaries Clear routines | Positive reinforcement. Merit points, stickers | BST support Peer Mediation Buddy system | |
| | | Pastoral Support programme | Targets set | As above | Home / School liaison book Regular meeting with parents | |

17 Motor Co-ordination Difficulties Provision Map

| Special Educational Needs | Assessment | Provision in class | | | Provision out of class | Referrals for external support and / or advice |
|--|-------------------------|---|---|---|---|---|
| Motor Co-ordination Difficulties including Dyspraxia | | Structured programmes Teaching resources | strategies | Environment /resources | | TASS Occupational Therapy Service LSA to deliver therapy |
| | PE Observation | PE, games, dance, gymnastics | | Indoor/outdoor Inclusive play equipment | | Dyspraxia Foundation www.dyspraxiafoundation.org.uk 01462454986 |
| | Motor skills assessment | | Basic scissors skills Fine motor practice: threading, tracing, small construction toys | Fine motor special games, scissors, | LSA delivered activities KS1 Activity Club (when needed) KS2 Move It and Shake It Kick Start (when needed) | |
| | | | Pre writing activities Writing activities | Pencil grips, triangular pencils Larger pencils Whiteboards Sloping boards | Speed Up handwriting skills programme | |

18 Cognition and Learning Difficulties Provision Map

| Special Educational Needs | Assessment | Provision in class | | | Provision out of class | Referrals for external support and / or advice |
|--|---|---|--|---|--|--|
| Specific or General Learning Difficulties including Dyslexia | | Structured programmes Teaching resources | strategies | Environment /resources | | TASS LAL SALT Ed Psych |
| | Reading and Comprehension: Salford Spelling: Schonell Baseline assessment for phonics (LSAs) HFW | Core reading scheme | Individual/ Paired /guided reading | Reading area and Library | Words First ORT Wellington Square Wolf Hill Dandelion Readers Moondog series Magic Belt Totem Series Talisman Series Alba Series Jelly Bean Target groups Booster groups LSA support / SEN room | Websites Websites www.bda-dyslexia.org.uk Dyslexia Action www.dyslexiaaction.org.uk Inclusion website www.bfinclusion.org.uk |
| | Termly / half termly Phonics /Spelling: HFW | Letters and Sounds Splash Phonics SNIP Literacy Toe by Toe | spelling / phonic programmes / VAK Look, cover, | HF and tricky words displayed Magpie Boards Working Walls Spelling checklist | Intervention groups Precision teaching LSA support TASS /LAL groups | |

Birch Hill Primary School SEND Policy

| | | | | | | |
|--|--|--|---|---|--|--|
| | | | write, check targeted home learning | Personal dictionaries IWB LSA support within lessons | | |
| | Half termly writing Record book / monitoring | | Guided writing modelling / Talk for Writing | Story bags Displays Writing tools Dyslexia resources | | |
| | Termly /half termly maths Reading/Writing/ Maths assessment | | VAK / problem solving / modelling | ITPs IWB | Target groups Intervention programmes Booster LSA support | |
| | KS 1 / 2 SATs | | | | | |
| | | | | | | |

19 Sensory and/or Disability Provision Map

| Special Educational Needs | Assessment | Provision in class | | | Provision out of class | Referrals for external support and / or advice |
|---|---------------------|---|---|--|--|---|
| Sensory, Physical and/or Medical Difficulties Including Visual and Hearing Impairment | | Structured programmes Teaching resources | strategies | Environment /resources | | SCS EWO School Nurse Community Paediatrician Physiotherapy service |
| | Medical Information | Individual health care plan | As advised by professionals Strategies to maintain eye contact – visual/verbal clues Time Out area within classroom | Seating arrangements Enlarged texts, lined paper, tactile, magnetic letters Laptop computers IWB suitable colour screen Staff training | Medical room LSA support SCS support | Hearing Research Trust www.defeatingdeafness.org British Deaf Association www.britishdeafassociation.org.uk SCS Sensory.Consortium@rbwm.gov.uk Children’s Audiology eb.audio@berkshire.nhs.uk Tourettes Action www.tourettes-action.org.uk |
| | School Nurse | | | | As advised | School Nurse 01344 354290 Community Paediatrician Paediatric Occupational therapy service 01753 821441 Paediatric Physiotherapy service 01753821441 |

20 Communication and interaction Provision Map

| Special Educational Needs | Assessment | Provision in class | | | Provision out of class | Referrals for external support and / or advice |
|---|------------------------------|---|---|---|--|---|
| Speech and Language and/or Communication Difficulties Including ASD | | Structured programmes Teaching resources | strategies | Environment /resources | | Speech and Language Therapist EP Service Rainbow Resource Centre ASSC Kennel Lane CAF - FSA |
| | Speech /Language Assessment | As advised by SALT | Classroom strategies as advised by S&L teachers and therapists and ASSC outreach worker repeated and small stepped instructions | Visual timetable Pictorial/ labelled information Role play Inclusion Class Social Stories | Regular liaison with therapist, class teacher, SENCO S&L teachers / therapists LSAs Social Skills groups 1:1 and small group Discussion and comprehension | Website Online Aspergers Information and Support OASIS National Autistic Society www.nas.org.uk |
| | Child Development Assessment | As above | As above | | Regular liaison with therapist, class teacher, SENCO 1:1 and small group S&L sessions followed up in class | Berkshire Autistic society www.autismberkshire.org.uk I Can info@ican.org.uk www.ican.org.uk |