

SPECIAL EDUCATION NEEDS AND DISABILITY POLICY



Blackgates Primary Academy



Blackgates Primary Academy
Mission Statement
Our School Motto is “Believe, Achieve, Succeed”

At Blackgates we are proud to be an inclusive school providing a high quality, creative and challenging education within a secure, caring and happy environment, where every child experiences a sense of enjoyment and achieves full potential.

Aims

- a. To create a happy, caring school with equal opportunities for all.
- b. To develop lively, enquiring minds, enjoying the widest variety of life-long learning experiences.
- c. To develop a healthy lifestyle, where children are encouraged to make informed choices.
- d. To achieve excellence with pupils having high expectations of themselves and those around them in all aspects of school life.
- e. To continue to develop our already highly skilled staff.
- f. To provide a broad and balanced curriculum, using National Guidelines, where every child's needs are catered for.
- g. To welcome and develop home/school relationships, providing high quality information and good communication to overcome barriers to learning.
- h. To promote positive relationships, appropriate behaviour and good manners at all times.
- i. To develop personal, spiritual and moral values with respect for other races, religions and cultures.
- j. To enable children to understand the world in which they live and the interdependence of individuals, groups and nations.

Blackgates Primary Academy is committed to safeguarding and protecting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

At Blackgates Primary Academy we will continuously strive to ensure that everyone in our school is treated with respect and dignity and that the culture and ethos of the school is one in which, whatever the heritage and origins of the members of the school community, everyone is equally valued. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

SEND Policy Outline

- Objectives of the policy
- Responsibility for co-ordination of SEND provision
- Arrangements for co-ordinating SEND provision
- Admission arrangements
- Specialist SEND provision
- Facilities for pupils with SEND or who are disabled
- Allocation of resources for pupils with SEND
- Identification and review of pupil needs
- Access to the curriculum
- Inclusion of pupils with SEND
- Evaluating the success of provision for pupils with SEND
- Complaints procedure
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- Links to support services
- Working in partnership with parents
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INTRODUCTORY STATEMENT

The term 'Special Educational Needs and Disability' covers a wide spectrum, and includes those needs affected by social, emotional and physical difficulties, as well as those of an intellectual nature.

EQUAL OPPORTUNITIES

All children have an equal right and opportunity to develop and achieve their full potential in all areas, regardless of sex, colour, culture, socio-economic background or special educational needs, and the curriculum will be planned and delivered to ensure this

1. Objectives of the policy

The objectives of the Governing Body in making provision for the pupils with SEND follow the principles outlined in the Code of Practice, the Children and Families Act 2014, and the Everyone's Included: Leeds SEND and Inclusion Strategy. Specifically, our objectives are to ensure that:

- Pupils with special educational needs should be educated, wherever possible, in their neighbourhood mainstream school.
- Pupils with a disability will not be treated less favourably, for a reason that relates to their disability.
- Pupils with special educational needs should have full access to a broad, balanced and relevant education to ensure they achieve their own individual potential.
- Pupil's views should be sought and taken into account, in the light of their age and understanding.
- Interventions for each child should be regularly reviewed and their impact assessed.
- Views of parents will be taken into account through pro-active partnerships.
- Schools will be supported by the Local Education Authority's support services and agencies.
- The achievements of all pupils and each school's contribution to inclusion will be recognised and good practice celebrated.
- Inter-agency co-operation and partnership makes inclusive education a reality from early years through to KS2.
- To develop a consistent, positive behavioural approach.

These objectives adhere to the Inclusion Policy of Blackgates Primary Academy.

2. Responsibility for co-ordination of SEND provision

Mrs Amy Hartigan (SENCO) and Mrs Emma Elston (SENDCO) are responsible for the day to day provision of education for children with SEND. Mrs Julie Coulson (Principal), Mrs Jayne Courtney (Deputy Principal) Mrs Tessa Lowe (Play Therapist), Miss Abigail Cooper (Behaviour Lead) and Mr Steven White (Learning Mentor) will support the SENCO.

3. Arrangements for co-ordinating SEND provision

The Principal is responsible for:

- Managing all day to day aspects of the schools work including provision for children with SEND.
- Informing the Governing Body of changes to and implementation of the school's SEND policy.
- Working in close liaison with school's SENCO team and ensuring that information about SEND is passed on.
- Reporting on the allocation of resources to children with SEND over the year.

The SEND Governor is responsible for:

Updating the Governing Body on any special needs legislation, which has been recently introduced.

- Ensuring that SEND policy is adhered to.
- When necessary consulting with LEA regarding the provision and funding for children with SEND.
- Supporting parents of children with SEND.

The SENCO is responsible for:

- Ensuring that children with SEND have full access to a broad, balanced and relevant curriculum.
- Liaising with staff involved with children with SEND to ensure consistent provision of education to those children.
- Maintaining the schools SEND register ensuring accurate and current records are kept.
- Managing the Funding for Inclusion register with support from the Principal.
- Communicating with parents to ensure consistency of approach to the education of children with SEND.
- Liaising with external agencies such as: Educational Psychologists, Speech Therapists, School Support Services, Physiotherapists, Occupational Therapists and other professionals within Leeds Health Authority.
- Providing or contributing to in-service training of staff in the provision of education for children with SEND.
- Ensuring that Learning Plans are working documents, to aid teachers with assessment and target setting of children with SEND.
- Ensuring that Pupil Passports are available to all staff so they have the knowledge and resources to support pupils effectively.

All teaching staff are responsible for:

- Ensuring continued provision of education for children with SEND.
- Providing regular termly/half-termly assessment of children with SEND and updating/reviewing the Learning Plans, and where necessary IBP's.

- Providing accurate levels of attainment for children with SEND half termly if using the finely graded assessment tool Bsquared.
- Being aware of the school's procedures for identifying and monitoring children with SEND.
- Providing reports and targets for children with SEND to support the review process with parents and outside agencies when necessary.

Teaching Assistants are responsible for:

- Working closely with teaching staff to support children with SEND either individually or in small groups.
- Assisting with the assessment of children with SEND.
- Providing information to outside agencies as directed by SENCO or teaching staff.

4. Admission Arrangements

- Transition meetings will be held with all relevant parties, where necessary.
- Medical information and training will be sought before the child is admitted, if required.
- Gradual, timely induction to suit specific needs of child where necessary.

5. Specialist SEND Provision

- The school has a Care Suite designed to meet the needs of children with complex needs. This unit comprises of a shower, an electric hoist, a toilet and a changing bed. There are 4 additional disabled toilets, throughout school.
- The school has a space called Sparrows which is available for children with complex needs. It ensures that these children have access to a quiet environment and a suitable differentiated curriculum during short periods of time when they may have difficulties accessing the main curriculum within the classroom. This room is also used to develop the children's independence and self care needs, skills which are essential to prepare children for adulthood.
- The school has the Regulation Station. This space is designed to support children with their emotional regulation and allow them to feel safe and ready to learn.
- The school has a soft play/sensory room for children with SEND to access during the school day. This allows children to have sensory breaks and access interventions as required (e.g. physiotherapy, occupational therapy).
- The school has a Play Therapy room. This is for use by the Play Therapist for scheduled interventions.
- The school has a qualified ELSA practitioner and has a dedicated space for this. This is to support children with emotional regulation through group and individualised interventions.

Human Resources

- SEND support staff, within the school, are supportive and trained according to the needs of individual children.
- Most classes have additional adult support. As a result, children with SEND are given a high profile in classroom organisation.

6. Facilities for Children with SEND or Physical Disabilities

- There are permanent ramps at the side of the main entrance to the school, the Foundation Stage Unit and internally between Key Stage 1 and Key Stage 2 at the side of the main hall, and on all classroom exits.
- In Key Stage 1 there is a care suite with an electric hoist and showering facilities.
- Disabled toilets are situated in Key Stage 2 in the corridor adjacent to the Children's Centre, on the corridor to the dining room and in Key Stage 1 near to the Deputy Principal's office, within the care suite, and in the Foundation Stage Unit.

7. Allocation of Resources for Pupils with SEND

- In accordance with Funding for Inclusion, resources are allocated by the Principal to support individual children.
- Assistants work with individuals and small groups as directed by the class teacher to support children with SEND.
- Additional equipment e.g. reading resources, maths equipment and computer software are provided throughout the school to ensure equal access to the curriculum.
- There is also an additional store of resources for the whole school to access.
- The governing body maintains the staffing levels to ensure pupils with SEND have continuous provision.
- Allocation to Sparrows and soft play area is organized by the SENCO in conjunction with the Principal.

8. Identification and Review of Pupil's Needs

- We are aware of the importance of the early identification of children with Special Needs. Many of the children will have been identified pre-school, and early planning meetings will be arranged to ensure that all relevant staff are aware, and where necessary trained for the specific needs of that child. When a child enters Nursery or indeed school without having been identified as having special needs, the SENCO will contact other relevant professionals for early assessment.
- Continual assessment of children's work ensures that children with SEND are identified quickly within the school. The children's progress is regularly recorded, both on the class and school records, and a separate recording sheet is kept to record the progress of children within booster groups to ensure careful monitoring of progress made.
- Where children transfer from other schools, their records are used for assessment, but where these are not available, assessment procedures are administered by the class teacher in order to provide an appropriate curriculum for the child. If detailed

assessment is needed this will be undertaken by the SENCO, or other agencies (e.g. Speech and Language Therapist or Educational Psychologist)

- Learning Plans/Individual Behaviour Plans are written by the class teacher. Support for this is available from the SENCO, if required. They are reviewed termly/half-termly, or where appropriate on a monthly basis, and a copy is maintained on our software and is monitored by the SENCO.
- Learning plans are maintained and reviewed using our online system. The system maintains these for as long as the child is on role ensuring that staff are able to see the history of the child's needs.
- Pupil passports are kept in a file in the classroom to ensure visitors to class know and understand the needs of each child.
- Parents are informed termly of their child's SEND status, and given a copy of the latest Learning Plans/IBP and are invited to discuss their child's areas of need and progress with the class teacher and, when necessary, the SENCO.
- Children who receive Funding for Inclusion at the top-up level or who have an EHCP and are statutory school age are invited to attend a review at least once a year to discuss progress made.
- Children in the Early Years (Foundation Stage), who receive Funding for Inclusion at the top-up level, or who have a EHCP are invited to a review twice yearly in Reception and termly in Nursery.
- Where a pupil is identified as having SEN, effective special educational provision is put into place. This takes the form of a four-part cycle as outlined in the Code of Practice, which consists of assessment, plan, do and review. This is known as the graduated approach, drawing on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of the children.
- Relevant outside agencies are sought to assess and review the needs of children with SEND, where appropriate.

9. Access to the Curriculum

- The school provides all children with access to a broad curriculum by setting out, in policies and long-term plans, the areas of the National Curriculum to be presented to the children.
- For those children with SEND, the curriculum is presented to them at the same times as their peers, using adaptive teaching methodology.
- In class, children with high levels of SEND will be supported by a teaching assistant, to ensure understanding of tasks and to support learning, where appropriate.
- Groups of SEND children may be withdrawn from class to support work directly linked to the National Curriculum.

10. Inclusion of pupils with SEND

- The school's policy is to integrate children with SEND into classes, and work with and alongside pupils who do not have SEND.
- Children with SEND engage as much as possible in the activities of the school with other pupils. In cases where their needs do not allow them to participate in the same activities, (e.g. time out needed for medical needs; tube-feeding, insulin injections) these are administered in a way which causes as little disruption as possible.

- Children with SEND are provided, whenever possible, with any equipment or resources necessary in order to enable them to participate fully with any extra-curricular or enrichment activities e.g. school trips where specialist transport is provided.
- Children who demonstrate difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems are supported through the monitoring of Learning Plans, TrackIt Lights and IBP's depending on the individual child's needs. The SENCO and Learning Mentor use Mind Mate (a Leeds-based website for young people, their families and the professionals who support them) to ensure that children and families receive the interventions and support needed to help them progress and achieve during their time in school. Referrals are also sought through the Leodis Support Services.

10.1 Entry into school for children with SEND

- To comply with safeguarding regulations entry into school on a morning and exit from school will be dealt with on a needs basis. Some children will be taken to class or returned to the office by their TA and parent (if appropriate) and others may be asked to make their own way if developing independence would benefit them.

11. Evaluating the success of provision for pupils with SEND

- The governing body will evaluate the success of education which is provided by the school to pupils with SEND by the end of each school year at the AGM.

12. Complaints procedure

- All complaints will be dealt with initially by the class teacher and if the problems cannot be solved at this level parents can approach the Principal with their complaint concerning the provision made at school. The complaint would then be passed on to the SENCO. If however a school-based solution cannot be formulated the matter will be referred to the Special Needs Governor, the full governing body and the LEA.
- Complaints will be dealt with as sympathetically and quickly as possible. Parents will then be informed either personally or in writing.

13. In-service training

- Relevant training for specific children is provided for the assigned staff as required.
- In other curriculum areas, training is provided which ensures the staff are aware of how to provide Quality First Teaching and adopt adaptive teaching strategies.
- Medical training is provided and updated each year and emergency first aid and CPR training is provided for all relevant staff, and regularly updated.

14. Links to support services

SENCO to liaise with external support services:

- School support services
- SEND casework officers
- Educational Psychologists
- Speech and Language Therapists

- Deaf and Hearing Impaired Team (DAHIT)
- Blind and Visually Impaired Team
- Doctors and Nurses at St George's Centre
- School Nurse
- Ventilation Nurse Specialist
- Gastrostomy Nurse Specialist
- Physiotherapists
- Occupational Therapists
- Social Workers
- Health visitors
- Traveller's Education
- SENIT team
- Complex Needs Services
- Children's Centre
- STARS autism outreach team
- Hannah House
- Continuing Care Team
- Medical consultants
- Specialist Advisors
- SILC's – advise and training
- Passenger Transport officer
- Wheelchair Services – Rosscare
- Leeds Equipment Stores
- Clinical Psychologist
- CAMHS
- Portage Workers
- Mind Mate

15 . Working in partnership with parents

- Parents/Carers are included in concerns for the child's progress at all times.
- Parents' concerns are noted and acted upon where possible.
- Informal discussions with parents are held when concerns about the child are expressed in school.
- Discussions with parents and their views are recorded at Annual/6 monthly reviews.
- Parents are informed termly of their child's SEND status and are invited to discuss their child's areas of need and progress with the class teacher and, when necessary, the SENCO.
- On entry to the school, parents receive a handbook, which informs them of school's procedures. Any changes are sent in regular newsletters.
- The school has a positive policy of welcoming into school and listening to their views.
- Two parents' evenings are held during the year when all parents are welcome to talk about their child on a formal basis. (Extra time allocated to the parents of children with SEND).
- Informally, parents may see teachers, the Principal or the SENCO at most times when appropriate.
- Learning Plans and IBPs are discussed with parents and carers and copies are sent home with the child.

- Transitional meetings with all relevant support services and school staff, are held with parents on entry into and exit from school.

16 . Links with other schools

- Where children with SEND are transferring to high school, the year six teachers liaise with teachers responsible for transition. The learning mentor or SENCO will organise visits for the child to the new school.
- Records of the child's work and information regarding the child's statutory assessment, FFI status, reports from support services etc. will be forwarded to any school the child attends, including children who transfer schools. Phone calls etc are also used to ensure a smooth transition for children who transfer mid-year etc.
- Reach Learning Centre is used as an SEMH 12 week intervention. This is to support children with emotional regulation and mental wellbeing. Children are placed there 4 days a week and then complete 1 day in Blackgates Primary Academy. Children are visited by staff from Blackgates twice each half term.

17 . Links with other agencies and voluntary organisations

- School is able to refer children to child health services at any time.
- Social services will contact school if there are any concerns about social issues.
- The child protection policy outlines the procedures of the school in the case of child protection concerns.
- The Deputy Principal works closely with the Educational Welfare Officer, in consultation with the Principal. She will monitor attendance and act upon irregular attendance and poor punctuality as appropriate.
- Voluntary organisations such as the voluntary reading scheme regularly visit Blackgates Primary School.

Referrals

When to refer?

The SENCO will refer children to School Support Services when necessary, however class teachers need to make sure that they have carried out some intervention strategies beforehand.

If a child already has a Learning Plan then parents should already know.

If you have concerns about a child you need to discuss your concerns with the SENCO and then inform parents that the child will be put on the SEND register and have Learning Plans or IBP's written for them.

Before mentioning and obtaining permission for referrals to School Support Services, class teachers need to make sure they have:

- Carried out specific work on Learning Plans for at least a term.
- Kept records of individual work/behaviour.
- Assessed children in reading, writing and maths against BSquared (an assessment system for children with SEND).

Learning Plan Suggestions and Pointers

A good Learning Plan will:

- Be brief and action based.
- Be achievable and realistic (small steps ensuring success)
- Identify nature, extent and area/areas of a pupil's learning difficulty.
- Specify outcomes to be achieved, strategies, resources and frequency
- Set monitoring and review arrangements.
- **Have SMART objectives = specific, measurable, attainable, relevant time-related targets**

Don't try to address everything in one Learning Plan. Learning Plans and support, work best if you focus on a limited number of goals at a time, address 3 or 4 small, specific outcomes and make sound progress. Ensure that a child achieves some success, rather than attempt to do too much at once. Let the child know what they are trying to achieve, ensuring the targets don't overwhelm them.

Some suggestions when writing outcomes

- SEND children can often feel as though they are continuously failing. They need opportunities to succeed, to boost self-esteem and reinforce their learning, so that they will have the confidence to attempt things. Therefore you often need to break down targets into small chunks.
- Think about how to use any adult support in the classroom – one to one working on outcomes, small group work, registration times etc. Ensure that a child does not always go out at the same time, ensuring that they do not miss out, for example, on story time every day.
- Any additional resources / games you will need to make.
- Refer to the child's B-Squared data. Set targets linked to the B-Squared objectives.

Maths

- Look at the Key Objectives for the year or one year (or more) below, and choose one or two relevant ones to work on.
- Provide further differentiation.
- Provide practical apparatus and resources to support learning.
- Use adult support within small groups, where available.

English

- Spelling – focus input on sight vocabulary, phonemes, or both taken from High Frequency word lists – not necessarily from age-appropriate lists.
- Writing – encourage children to write initial ideas on white boards and redraft. An outcome may focus on just placing full-stops.
- Hand writing – focus on specific letters, pattern work may help fine motor control.
- Reading – might focus on sight vocabulary from high frequency word list, topic vocabulary, and phonic strategies.

Behaviour

- Set small clear, achievable goals according to time or amount of work completed.
- Introduce a personal reward system, contract.
- Reward and praise all positive behaviour.
- Give time out option if appropriate.
- Use Positive Regard strategies of regulation.

Ensure that behaviour problems are not linked to work being too easy or difficult.

This SEND policy was formally adopted by Blackgates Primary Academy on –

Date – September 2024

Review Date: September 2025

SENCO: Amy Young & Emma Elston

Principal: Julie Coulson

Governing Body: Emma Hardy