



## SEA MILLS PRIMARY SCHOOL

Aspire • Believe • Succeed

### Special Educational Needs and Disability (SEND) Policy May 2023

<b>Reviewed and approved by:</b>	Standards Governors Committee
<b>Date approved:</b>	3 <sup>rd</sup> May 2023
<b>Date of next review:</b>	May 2024

#### Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices</b>	SEND policy	<b>Date</b>	May 2023
<b>EIA CARRIED OUT BY:</b>	Kat Billingham	<b>EIA APPROVED BY:</b>	Standards

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		X
Gender Reassignment (transsexual)		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		X
Gender (male, female)		X
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		x

Any adverse impacts are explored in a Full Impact Assessment.

## **Rationale**

Sea Mills Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs (SEND), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. They should be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We aim to develop a sense of community.

We believe that every teacher is a teacher of children with SEND and that high-quality teaching is an essential entitlement for every child, regardless of their individual needs.

Sea Mills Primary School is committed to inclusion and the development of cultures, policies and practices that include all learners. We aim to respond to learners in ways which take account of their individual needs and varied life experiences.

We believe in providing equal opportunities for all learners, whatever their gender, ethnicity, impairment, attainment or background. We pay particular attention to the provision for, and achievement of, different groups of learners e.g.

- girls, boys, non-binary and gender identity questioning children
- minority ethnic and faith groups
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are higher achieving
- those who are looked after by the local authority or previously looked after
- others such as those who have a medical condition or are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning which relate to sensory or physical impairment, learning difficulties or emotional and/or social development: in some cases these barriers relate to factors in their environment, including the school learning environment.

We recognise that pupils learn at different rates and that there are many factors relating to achievement, including ability, emotional state, age and maturity. We believe that many pupils at some time in their school career, may experience long or short term difficulties which may affect their learning.

At Sea Mills Primary School we aim to identify these needs as early as possible and provide teaching and learning contexts which provide opportunities for every child to achieve to his or her full potential and target specific gaps in their learning. This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school.

As we view inclusion as an equal opportunities issue, we aim to model inclusion in our staffing policies, our relationships with families and the local community.

The Inclusion Leader (SENDCo) is Ms Kat Billingham, who along with the Head and rest of the senior leadership team, take leading roles in relation to Inclusion. The SEND Governor is Mrs Teresa Lloyd. This policy has been developed with governors and staff, and through the SEND information report, the views and needs of parents.

## **Objectives**

1. To ensure the SEND and Disability Act and SEND Code of Practice (CoP) (0-25 years) including new guidance and amendments are implemented effectively across the school.
2. Equality Act - protected characteristics, to ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs and barriers to learning as they arise and to provide early identification and support.
4. To provide full access to the curriculum through differentiated planning by class teachers, with support from the SENDCo, and support staff as appropriate. Very rarely, a child with an Education Health Care Plan (EHCP) will be disapplied from the full curriculum in order to access a personalised curriculum designed to meet their needs.
5. To provide specific input, tasks and challenges, matched to individual needs in addition to adapted learning provision, for those pupils recorded as or have indicators of having a SEND.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us as well equipped as possible, when appropriate in the social independence and life skills, and basic skills
9. To involve and communicate effectively with parents/carers at every stage in early identification, planning and progress meetings.
10. To involve the children themselves in planning and in any decision making that affects them through capturing pupil voice, parental meetings and Annual Reviews.

## **Identification of SEN**

The school's system for regularly observing, assessing and recording the progress of all children is used to ensure early identification of those who are not progressing satisfactorily and who may have special educational needs.

Strategies for assessment are:

- Baseline assessment results
- Progress measured against the statements in the Literacy and Maths curriculum
- National Curriculum descriptors for the end of a key stage
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An Education Health Care Plan
- Regular tracking of progress towards targets from Individual Education Plan or Support Plan
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LEA which has identified or has provided for additional needs
- External agency advice
- Teacher assessment and pupil knowledge

Based on the school's observations and assessment data and following a discussion between the class teacher, any outside agency professionals involved with the child, SENDCo and parent, the child may be recorded as having SEND in the areas of:

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Emotional and Mental Health**
- 4. Sensory and/or Physical**

Regardless of the area of SEND a child has, there will be an expectation that the child will make at least (ARE) age related academic progress in line with their peers, unless there a specific diagnosed cognitive delay. The school is committed to meeting the needs of the whole child, not just those arising from their SEND.

The school is also aware that there are other factors which may affect progress sporadically but which are not necessarily indicators for a SEND.

These could include:

- Punctuality and attendance
- Health and welfare
- EAL
- Being in receipt of Pupil Premium grant
- Being a looked after, or previously looked after child
- Being the child of a service woman/man
- Adverse Childhood Experiences or trauma

The school uses the definitions of adequate progress as suggested in the revised 2015 *Code of Practice*.

That is, progress which:

1. Closes the attainment gap between the child and their peers
2. Prevents the attainment gap from growing wider
3. Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers

4. Matches or betters the child's previous rate of progress
5. Ensures full access to the curriculum
6. Demonstrates an improvement in self-help or social or personal skills
7. Demonstrates an improvement in the child's behaviour

### **A Graduated Response to SEND**

To ensure children identified with SEND make progress as described above, the school will implement a **graduated response**. The initial step in this response is for high quality teaching.

**Every class teacher is responsible for the progress and attainment of all children in their class, including those with SEND.**

In order to make progress, a child's needs may be met under high quality, inclusive teaching with slight modification of learning objectives and/or adapted content. Adaptive teaching arrangements will be recorded in the planning by the class teacher where appropriate. The teacher will also be responsible for any other adults working in the room and ensure there are suitable activities, support and communication. The school will deliver provision in line with Bristol's Ordinarily Available Provision (2021) providing resources and support expected to be available for children and young people with SEND in mainstream education settings.

**The school understands that intervention and additional support cannot compensate for a lack of good high quality teaching.**

Monitoring of progress will be carried out by the class teacher in line with the school's assessment policy and used to inform future adaptive teaching within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

If it is decided that a child needs more support than can be given in the classroom, then an Individual Education Plan will be produced which will include tailored provision and, where necessary, evidence based interventions will take place. The teacher and SENDCo will liaise as to the suitability and expectations of the interventions.

A clear **Assess-Plan-Do-Review cycle** will be followed, at least three times a year. Teachers, along with the LSAs or adult providing the intervention, are responsible for the planning and monitoring of its delivery and are accountable for the impact it has. The delivery and outcome of this support will be carefully monitored by the SENDCo and SLT to ensure its suitability and effectiveness.

A teacher will always discuss concerns about a child's progress and attainment with parents/carers, at regular meetings throughout the year and also, if needed, at extra meetings requested by them. If it is decided that a child needs extra intervention or support, then the parent/carer will be informed, both of what support their child is having, and the outcomes of it by the class teacher.

If a teacher has concerns about a child's progress and attainment, they can be brought to the attention of the SENDCo at any point during the school year.

The SENDCo, in partnership with the child's parent/carer(s), will then make a decision if a direct referral to an external agency needs to be made. For example, this could be an Occupational Therapist, Speech and language Therapist, Educational Psychologist or a Community Paediatrician. These external referrals will only be agreed after a meeting has taken place with parents/ carer and consent has been given to refer. At this point the child may be placed on the school's SEND register on Arbor.

### **Managing Pupils' Needs on the SEND Register**

Strategies the school uses to support children with different areas of SEND can be found in our **Graduated Response Menu**. (see appendix A)

Where appropriate, school will be guided and advised by outside agency staff as to the suitability of intervention and support which should be provided.

A child may need an Individual Education Plan (IEP), which will identify key targets the child needs support to achieve, when and how they will be taught and these working documents will be accessible to pupils and all staff working with them. It is the responsibility of the class teacher and SENDCo to ensure IEPs are in place for children who require them. For children with more complex needs or needs across multiple areas, a Bristol Support Plan may be required in order to provide a more comprehensive level of support. An IEP or Support Plan may also be required as part of the school's contribution to an Education Health Care Needs Assessment or to build up evidence for requesting additional professional support or funding.

Parents will be invited to review the pupil's targets and progress, at least three times a year and asked to contribute ideas and suggestions towards new targets.

The effectiveness of Specific Measureable Achievable Realistic Timed (SMART) targets in IEPs will be monitored and reviewed regularly throughout the year.

### **Involvement with outside agencies, including support services**

Some children on the SEND register will have either on-going or historical outside agency intervention, detailing their needs or diagnoses.

The SENDCo will liaise with outside agency staff to ensure there is appropriate support in school for the children they are supporting and to arrange meetings with relevant people.

When new outside agency advice and support is needed, a request will be made, either through the Single Point of Entry or directly to the North Star Outreach Team, Bristol Autism Team, Educational Psychology service or through Bristol City Council Toolkit guide.

The school has Annual Reviews and Liaison meetings with the Speech and Language Therapists and the Educational Psychologist Psychology service to discuss concerns

about individual children and needs which may arise in the coming year. These can also be used to assess whole school provision and possible training requirements.

Concerns about a child's welfare can also be brought to the school nurse by both the SENDCo and other staff, and referrals made as appropriate.

### **Information Sharing**

When information from school is needed for a referral to an outside agency, this will be available for all parents/ carers to access if requested. (see Freedom of Information Policy)

### **Allocation of Resources to and amongst Pupils**

The SENDCo maps provision at least three times a year to show how resources and staff are allocated to each year group and to calculate the cost of the whole of our SEND and Pupil Premium provision.

### **School request for a Statutory Assessment**

For a child who is not making adequate progress and may need specialist provision, despite a period of support from outside agencies and after discussion with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether the child should have an Education Health Care Plan. Families may also request a statutory assessment and school will comply with their wishes.

The school is required to submit evidence to the LA whose Assessments Panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request. In addition to this, the child will need an IEP or Support Plan to show their progress in specified areas.

A child who has an Education Health Care Plan will continue to have their needs met through the SEND budget or High Needs Block as before.

There will be an Annual Review, chaired by the SENDCo, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made to the Statement or plan. This process should involve contributions from all professionals involved with the child.

### **Application for Additional Funding**

Through the provision map, for any child who can be shown to meet the levels of need as described in the Bristol Universal Descriptors (BUDs), school can apply for additional funding from the High Needs Block. This is applied for through the Top Up process.

An annual review needs to be held and supporting documentation from outside agencies, along with evidence of support needed, is to be submitted prior to the Top Up meetings which are held ~~twice~~ three times a year. The funding is allocated according to banded descriptors.

### **Exiting the SEND Register**

If a child's academic levels become commensurate with their peers through the additional support and intervention they have received, and they have no other identified disability or learning need, they can be removed from the SEND register. Families will be informed and consulted on this matter.

### **Supporting Pupils and Families**

At Sea Mills Primary School, we aim to include parents and families in all decisions regarding SEND and offer guidance and support through an open-door policy. We recognise that some SEND needs may be distressing or concerning for parents, especially during the early stages of diagnosis, and that a supportive, sympathetic but honest approach is needed.

### **Links with other schools/Transfer arrangements**

The SENDCo will examine the SEND papers of children transferring from other schools, she will also liaise with the SENDCo from the relevant school in respect of children leaving or joining the school. Sea Mills SEND documents and records are forwarded to other schools as soon as practicable.

For Year 6 pupils, the SENDCo of their secondary school is invited to attend the Annual Review. The SENDCo also meets with secondary SENDCos to discuss the needs of other SEND children prior to transfer. Special induction and enhanced transition arrangements are made as appropriate.

### **Working with disabled parents/carers**

- We recognise that there will be a number of disabled parents/carers of children within the school, and we work to ensure they are fully included.
- When a child starts at the school we ask the parents/carers about their access needs and subsequently ensure that communication takes place in that format.
- Parents/carers' meetings are held in accessible rooms/the hall: access is level or by ramp.

### **Supporting Pupils at School with Medical Conditions**

We recognise that pupils at school with medical conditions should be properly supported so that they have full and equal access to education, including school trips and physical education.



The school will comply with equality issues under the Equality Act 2010. The SEND CoP, will be followed where a child has SEND as well as a medical condition.

Medical advice is always sought and acted upon for children with medical conditions.

Visits from medical staff are welcomed, to help us with providing the best support possible.

Where children are unable to attend school for long periods of time due to their medical condition, we will strive to provide them with a continuing of their education through visits from staff, providing families with work and activities, often on-line and also engage the support of Hospital Education.

Pupils who require additional medical care during school hours due to long term illness or disability will require a Care Plan. This Plan will be created by the parents together with staff following medical advice and be updated annually or if amendments needs to be made.

## **Accessibility**

### **Terminology, imagery and disability equality**

Through assembly and classroom discussion we aim to encourage mutual respect among the children and to foster consideration for the feelings of others.

Under our Anti-Bullying Policy, we deal seriously with name-calling related to 'Special Education Needs' or disability. We aim to develop in the children an awareness of how thoughtless or cruel words can affect others.

- The curriculum includes issues of disability, difference and valuing diversity.
- We are engaged in extending our range of resources which come from a disability equality perspective and portray positive images of disabled people.

### **Listening to disabled pupils and those identified with additional needs**

All children are encouraged to express themselves in school and have a variety of opportunities to do so.

Two children from each class serve annually on the School Learning Council; they are elected by their peers and report back to them.

Where appropriate, children are invited to their IEP meetings and encouraged to take part in target setting. They are also encouraged to contribute to Annual Reviews and Pastoral Support Program meetings.

### **Disability equality and trips or out of school activities**

We try, by forward planning, to make sure that school visits are inclusive, for example, by making alternative transport arrangements, or arranging for additional adults to accompany the group.

Children who may be unsettled by new experiences are prepared beforehand through visual supports, timetables and discussion.

All children are welcome at lunchtime and after school clubs.

### **Access to the Environment (see School Accessibility Plan)**

Arrangements for providing access to learning and the curriculum (see also School Accessibility Plan and Local Offer):

- The school will ensure that all children have access to a balanced and broadly based curriculum.
- We employ a range of teaching styles and provide adaptive teaching.
- Staff will work in a way to ensure that the children they are supporting engage with their peers; peer tutoring and collaborative learning are part of this.
- All policies have an Inclusion/Equality Statement detailing access to that curriculum area for pupils identified with additional needs. As policies are revised, these will be added.
- Within teacher planning, adaptive teaching takes a variety of forms, according to the nature of the task and the needs of the children.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources, such as ICT, where this is appropriate.
- We employ specialist resources, such as computer software, to enable access to the curriculum.

### **Access to Information (see also School Access Plan)**

For children with Specific literacy difficulties, we modify printed materials, use different coloured papers and screens, use software, encourage work with peers and use additional adults to help with reading and writing activities.

We enable children with additional needs to demonstrate their understanding by means which do not involve writing, such as drawing and drama or dictation to an adult.

### **Admission arrangements**

Children with additional educational needs are considered for admission to the school on the same basis as children without additional needs.

### **Evaluating the success of the School's SEND and Inclusion Policy**

Evaluation and monitoring arrangements provide an active process of continual review and improvement of provision for all pupils.

- The SEND Governors report on SEND and inclusion at full governing body meetings following consultation with the SENDCo.
- The SEND Governors are involved in Governor monitoring of the SEND policy through agreed procedures.

- The SENDCo and staff evaluate the success of interventions, both in respect of individual pupils and groups. Interventions are monitored regularly and updated using EduKey Provision Map software.
- The Governors' Annual Report to parents/carers will include details of SEND provision and of the Access Plan, along with the information required by the Disability Discrimination Act. The SENDCo, through this report, will provide information as to the numbers of children receiving special provision and will comment upon the types of provision and of success in relation to the annual targets. An important measure of the success of the SEND policy is the number of children on the SEND register who are enabled to meet their targets.
- We set targets relating to the progress of children with additional needs within the Key Stage in relationship to their progress in Literacy and Numeracy. This progress is tracked annually.
- The SEND and Inclusion Policy will be reviewed as needed by the SENDCo, SEND Governor and Resources committee.

### **Training and Resources**

- The SENDCo attends regular appropriate cluster meetings, when held, to update and revise developments in Special Needs Education and Inclusion.
- LSAs/ TAs are updated about developments in SEND and Inclusion; good practice is shared; problems in respect of individual children are discussed with the SENDCo.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.
- All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.
- Medical or other professionals are invited to speak at staff meetings on issues, such as ADHD, ASC which are of concern to all staff.
- Meeting additional needs and Inclusion issues are incorporated within the School development Plan.
- The SENDCo provides and organises training at staff meetings or INSET days re additional needs and inclusion issues.
- New staff have a meeting with the SENDCo as part of their induction process to explain procedures and expectations.

### **Dealing with complaints**

- Any complaints about policy or provision should be raised initially with the SENDCo.
- If the complaint cannot be resolved, it can then be made in writing to the Head Teacher, who will endeavour to resolve it.
- If it remains unresolved, procedures outlined in the LEA's SEND specific complaints policy will be followed.

Bristol City Council Vision for Pupils with SEND

<https://www.bristol.gov.uk/documents/20182/2041050/Easy+read+SEND+Strategic+Vision/c0021b0e-7e50-3afe-c404-3d226e13c5e9>

Primary Education – Bristol SEND local offer

<https://www.bristol.gov.uk/web/bristol-local-offer>

### **Monitoring:**

The Senior Leadership Team will monitor through:

- Lesson/Intervention observations
- Learning Environment walkthroughs
- Analysing attainment and achievement data
- Pupil, parent and staff conferencing

This will be done three times a year.