



Bursley Academy

SEND



History of document

Issue No.	Date	Received by Governors	Comments

Bursley Academy Inclusion, Special Educational needs and disability (SEND) Policy



Definition of SEND:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) have a significantly greater difficulty in learning than the majority of children of the same age or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Rationale:

Bursley Academy is committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and 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.

At Bursley Academy we are committed to offering an inclusive curriculum. We aim to ensure the best possible progress of each of our pupils whatever their needs and abilities. We believe that educational inclusion is about equal opportunities for all learners.

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

At Bursley Academy, we recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe in both early identification and early intervention. We understand that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Bursley Academy we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

The SEND Coordinator is Mrs A. Green
The SEND Assistant is Miss R Finney
The SEND Governor is Mrs R. Patrick

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Mission Statement:

Valuing diversity is central to achieving the overall aim of Bursley Academy mission statement. We,

“ Nurture, Inspire and Achieve together”

“... help children be aware of others.”

“... develop the whole person... meet individual needs.”

Safeguarding:

If there are any Safeguarding issues that arise from the implementation of this policy, then they should be dealt with in accordance with the Academy's Safeguarding policy. Any safeguarding concerns should be referred directly to the School by telephone or in person for the attention of the Designated Safeguarding Lead along with any concerns relating to the Prevent Strategy.

Specific Objectives of SEND Policy:

The staff in school aim to:

- Identify, assess and provide for a child's difficulty in learning
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion Statement
- Support the family of the child experiencing difficulty
- Share information and expertise in order to improve future provision
- 'Person-centred planning' ensures that everyone is involved in all aspects of planning and decision making. So that each child is receiving their entitlement to a relevant, broad and balanced curriculum
- Plan/budget for the maximum use of the school's resources and additional resources
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To request, monitor and respond to parents/carers' and pupils' views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

We aim to “provide a personalised education that brings out the best in every child, which builds on their strengths, enables them to develop a love of learning; and helps them to grow into

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confident and independent citizens, valued for the contribution they make". Removing Barriers to Achievement (2004, p52)

The aim of our SEND provision is to ensure that children will have access to a curriculum and resources that will help them to progress at their own pace and level in order to achieve their maximum potential.

SEND in this school is the shared responsibility of parent/carers, the school, the pupils and local agencies. We ask all who work within this partnership to have regard and respect for our aims.

Co-ordinating Provision – Types of SEN

This policy will be implemented by all staff in this school and it is therefore important that all involved are aware of the arrangements we have made for special needs. It is intended that the SENDCO and the class teachers should work closely with each other so that a child with possible learning needs is identified early and placed on the 'concerns list'.

Types of Special Education Need (SEN)

SEND is divided into 4 types:

Communication and Interaction

This includes children with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia

Social, Mental and Emotional Health

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration

Sensory and/or Physical Needs

This includes children with sensory, multi-sensory and physical difficulties

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

SEND Stage Procedures:

We maintain a school register for all pupils placed within the SEND Stage Procedure. The Register is updated termly to show changes in pupil placement.

The length of time spent by individual pupils within the different stages will vary greatly.

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We aim to review progress termly. The length of time spent at each stage will be influenced by the recorded outcomes of these reviews. Parents' views will be sought and they will be fully informed. The pupils' views will be sought where possible.

'Concern List'

A teacher, parent, the SENDCO or other professional, such as a health or social care worker, expresses concerns that a pupil is showing signs of having a special educational need. Parents are sensitively informed of the teachers/ other professionals concerns.

The class teacher gathers information about the pupil's difficulties, and strengths. The information will be used to inform future planning; if concerns continue then a Pupil Learning Plan may need to be written. Teachers may use the following list to ensure that all possible areas of concern have been considered.

General	Educational Attainments
Health/Medical Vision Hearing Co-ordination Behaviour Social skills Self Esteem Concentration Approaches to learning Attendance Relevant family issues/circumstances	Using standardised tests English – speaking/listening Reading Writing Mathematics Other subjects or areas of the National Curriculum

Information is gathered from the parents and the pupil and their views ascertained.

Strategies are undertaken by school staff within the normal curriculum framework to give the pupil access to the curriculum. This may include differentiation of classroom work, implementation of the school's behavioural policy or additional in class support.

Staff reviews the pupil's response to these strategies and decide, termly whether to:

- Remain on List of Concern
- Be placed on the SEND Register

Information about the school's policies for the identification, assessment and provision for all pupils with SEND

Admission arrangements

The school provides for children with a range of abilities and/or difficulties. We admit pupils with already identified special educational needs, as well as identifying and providing for pupils

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previously not identified as having special educational needs. Places for children with or without a special educational need are allocated in line with the whole school admissions policy of the governing body. This criterion is laid out in the school prospectus.

Arrangements for providing access by pupils with SEND to a balanced and broadly based curriculum

We are very aware that all children progress at different rates, but where children fail to achieve adequate progress, despite having access to a differentiated programme, then their parents and staff will be informed that the child has special educational needs and together we will identify appropriate provision to meet the child's needs.

In conforming to the Code of Practice, the school follows a graduated approach with **Assess, Plan, Do and Review**. The process will begin as a child enters the Nursery and will continue with an annual screening review that will follow the child throughout the school. Evidence folders will be kept of all children who from Reception are deemed to have Special Educational Needs. The evidence will be maintained and updated at regular intervals by all concerned with the child's progress. The information within the folder will be of a confidential nature, but will be open for inspection to the child's parents at any given time.

School staff plan support for children at all levels of need. In line with the Government's advice, children who continue to struggle despite multi-sensory and differentiated teaching are offered varying levels of support in order to enable them to fulfil their potential. The suggested model of intervention is as follows:

- **Quality First Teaching** – The effective inclusion of all children in a high quality primary experience incorporating reasonable adjustments. Some in-class interventions may be delivered within year groups; there is no need to place these children on the SEND register.
- **SEND Support** – Small group or 1:1 intervention for children who can be expected to catch up with their peers as a result of the intervention. Interventions that take place on a regular basis or strategies implemented from outside agencies then those children will be placed on the Special Educational Needs register. This will be where they have Special Educational Needs, such as, emotional difficulties, difficulties in communication and interaction, or sensory or physical impairment, for which they are receiving other forms of support.
- **SEND Support Plus** – Specific targeted approaches for children identified as requiring SEND intervention. Children receiving support will always be placed on the SEND Register.

When designing and implementing our educational programmes, we "take into account the wide diversity of characteristics and needs" of all of the children. Wherever possible, the school endeavours to see that all pupils with Special Educational Needs play a full and active role in all school activities in conjunction with all other pupils. It is the duty of the school to apply this rule in so far as it is reasonably practical and compatible with the pupils receiving the necessary special educational provision, and the efficient education of other children in the school and the efficient use of its resources.

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Schools or parents may request a Education, Health and Care Plan (EHCP) from the Local Authority when, despite an individual programme being provided for a pupil for a period of time, the child progress remains a significant cause for concern. The school will work with the parents and external agencies as appropriate in order to gather the information which needs to be considered by the authority. An Education, Health and Care Plan (EHCP) will be provided by Staffordshire LA where after a statutory assessment; the LA considers the child require provision beyond what the school can offer.

Under the proposed legislation there will be a requirement on local authorities to publish a SEND Local Offer, which will set out a range of additional services and provision across education, health, social care and across the public, voluntary and independent sectors. More information about Staffordshire Local Offer will be published on our website.

Provision:

Most pupils will have their needs met through quality first teaching. Pupil's progress and achievements will be monitored and any pupil not making adequate progress will be given further targeted support as part of quality first teaching. The effectiveness of this will be monitored and reviewed as part of the schools on-going cycle of assessment for learning.

When a pupil has been identified as requiring a provision that is additional to, or different from, that made generally for others of the same age, or is showing a significantly greater difficulty in learning than the majority of others of the same age, the pupil will be placed on the SEND register under one of the four SEND categories.

At this point, parents/carers will be informed and will be invited to discuss the additional support required and how best they can assist their child with their home-school learning.

The provision required for each pupil will be specific to that pupils needs and where possible will seek and follow advice from additional professionals, such as Occupational Therapists, Physiotherapists, Paediatricians and Specialist Teachers. Where several professional agencies are involved an Early Help Assessment (EHA) may be advised to ensure a cohesive approach is taken towards monitoring and meeting a pupils needs.

Parents as Partners:

In Bursley Academy we believe that our partnership with parents is of vital importance. Parental anxieties can be eased through good communication with the school. The parent can then appreciate what the school is trying to do and can support and extend work being done in school by a variety of methods. We work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.

The school will always ensure parents are kept aware of the progress of their child.

Communication with the school will include short meetings before or after school with the parents, Parents Evenings, notes sent home in the Reading Journal and Home/School Diaries, and the involvement in Pupil Learning Plans and Evaluations.

If you are worried about your child's progress then always speak to your child's class teacher. School staff should be able to reassure you that adequate progress is being made, or they may

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share your concerns. If you feel you would like support to talk to school staff, you can always take along a friend or someone from the Parent Partnership Service. The class teacher might then arrange for you to meet with the Special Educational Needs Coordinator (SENDCO) or a member of the SEND team. At your initial meetings with the SENDCO, you will have the opportunity to express your concerns. The SENDCO will also ask you questions about the pregnancy, birth, early childhood milestones and family history and advise you of other agencies that may be able to offer support.

Role of SENDCO:

The co-ordination of special needs provision is carried out by Mrs. A Green. Her role is to ensure that each child has access to a broad and balanced curriculum, which is differentiated in order to match their needs. The following tasks enable her to provide such opportunities:

- Writing of SENCO Action Plans
- Update schools SEND Register termly
- Discuss with staff and identify children of concern
- Follow procedures in accordance with LA
- Request outside support where recommended
- Ensure teacher has organised detailed plans for each child
- Organise parent support where advisable
- Review progress with staff
- Keep Head informed
- Monitor the school's Special Needs Policy
- Ensure staff are fully aware of the important features of the Code of Practice
- Organise and attend reviews

Mrs Green has completed the National Qualification for SENCO and her PG Cert in Inclusive Practice with a specialism for Dyslexia.

Record Keeping:

Each class teacher will keep a record of the progress of each child. When a child has been identified as having SEND, additional records and information are recorded and are kept by the SENDCO, class teacher, relevant outside agencies, and are available for parents/carers. In the event of a child moving school these records provide a clear indication of the child's provision and progress.

The pupil's name is entered on the school SEND List. Parents should be aware of this and understand what it means.

Planning and reviewing Pupil Learning Plans

The strategies that will be employed for pupils identified as having Special Educational Needs will be recorded in a Pupil Learning Plan, reflecting provision that is additional to, or different from, normal differentiated provision. Contents of the Plan will include:

- 2/3 short term targets for the child

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- Teaching strategies to be used
- Additional provision to be put in place
- When the plan is to be evaluated and reviewed, with space for the outcomes of the targets.

The Learning Plan will be communicated to all staff that supports the child's learning, as well as parents, the child and other professionals. Plans will be kept under review, but will be formally reviewed three times a year following consultation with the child, parents and staff. New targets will be identified with strategies for achieving them.

The Plans are intended to be working documents. A copy will be held by those implementing the Plan e.g. teachers, parents as well as in the SEND filing system.

Assessment

Alongside the many practical ways of identifying specific difficulties in the classroom, there are also formal tests. The purpose of such assessments will be to give a clearer view of the pupil's strengths and weaknesses and how to ensure that teaching can utilise those strengths and address the weaknesses. It is important to stress however, that any assessments should only be used as part of on-going assessment and interventions to build up a picture over time.

We currently have a range of assessment materials in school:

- Neale Analysis – gives a reading accuracy age, comprehension age and reading rate
- PhAB (Phonological Assessment Battery) – which includes five tests of phonological processing
- BPVS (British Picture Vocabulary Series) – which looks at a child's understanding of vocabulary
- Progress in Maths
- WellComm – Language and Communication Screener
- Hodder Reading Group
- Dyslexia Portfolio
- Diagnostic Spelling Tests
- Yarc (Reading accuracy and comprehension for younger years)
- NFER Dyslexia Screener – initial diagnostic tool that evaluates: non-verbal reasoning, phonics, spelling, reading, visual search and verbal reasoning.
- Numicon Breaking Barriers
- Numicon Intervention Programme
- GL Assessments – reading, spelling, progress tests in both English and Maths, Dyslexia screener, Verbal and Non-Verbal assessments

Pre-Key Stage Standards and Assessment at Bursley Academy

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The Pre-Key Stage Standards are a statutory framework that should be used at the end of KS1 and KS2 for pupils engaged in subject-specific study who are working below the overall standard of the national curriculum tests and teacher assessment frameworks.

These are broken down into two main sections:

Pre-Key Stage One – Standards 1-4

Pre-Key Stage Two – Standards 1-6

At Bursley Academy, we have 3 main assessment points during any given academic year and teachers will assess against the relevant NC objectives – in line with our academy assessment policy. Some children maybe working below these assessment points and a consultation with the SEND team will take place to see if a child needs to be assessed on the PKS.

For KS1 – When a child enters KS1, the data provided from EYFS will be used to see if areas of the ELGs need to be covered within class. By the first formal assessment point, Autumn 2, a decision will be made to move the child to be 'working towards year 1 standards', therefore working within the KS1 NC levels. They will then follow the standard progression route or to move the child to be working towards the PKS. This will mean the child will be assessed and will evidence work against the PKS 1-4. A number of factors will influence this decision:

1. If a child has a SEND need for C & L and is on the SEND register.
2. If a child is working 1 year below their ARE (Year 1) or 2 years below (Year 2)
3. If it is recommended by an outside agency.

The final decision will be made by the SENDCo in conjunction with the KS lead.

For KS2 – When a child enters KS2, the data provided from the end of KS1 assessments will be used to see if any learning gaps from the KS1 curriculum need to be covered within class. If any children were assessed against the PKS at the KS1, they will complete a formal baseline, against the PKS2 standards. By the first formal assessment point (Autumn 2) a decision will be made to move the child to be 'working towards year 3 standards' and therefore working within the KS2 NC levels. They will then follow the standard progression route or to move the child to be working towards the PKS. This will mean the child will be assessed and will evidence work against the PKS 1-6. A number of factors will influence this decision.

1. If a child has a SEND need for C & L and is on the SEND register.
2. If a child was previously assessed against the PK standards.
3. If a child is working 2 years below their ARE
4. If it is recommended by an outside agency.

The final decision will be made by the SENDCo in conjunction with the KS lead.

All work set in class will be appropriate to the needs of the individual child, using the Pre-Key Stage Standards where necessary.

The Assessment Process

For PKS, assessment is continuous and a child can be moved up the standards at any point. Each standard is assessed as a 3-point scale:

1. Beginning (beg)

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2. Developing (dev)
3. Secure (sec)

A child cannot move to the next standard until they are secure in all areas of the current standard. They can, however, complete tasks within the next standard for any relevant strands e.g. reading comprehension.

To become secure, the child needs to produce 3 pieces of evidence to demonstrate their ability within the strand of each standard. This can be done both as formal and informal work – but it must demonstrate the child's ability to work with independence (unless otherwise stated as part of the standard i.e. 'in discussion with the teacher')

This will be recorded and dated on the PKS assessment excel document.

This assessment document will also be used alongside the main school's assessment tracker at the 3 main assessment points within the year.

How resources are allocated to and amongst pupils with SEND and roles and responsibilities

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the head teacher, the SENDCO and all other members of staff have other important day-to-day responsibilities. All teachers must be viewed as being teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

The school regards funding for Special Educational Needs provision as being of fundamental importance. The school is funded to meet the needs of all its pupils through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of pupils receiving free school meals and those underachieving on entry;
- Funding for specific pupils to meet their assessed needs.
- Specific grants, for which the school may bid, that are for identified purposes.

The use of any such funding, however located, is a matter for the school. In light of the Governing Body's statutory duties and Special Educational Needs policies and Code of Practice, it will be reviewed at regular intervals.

All resources will be employed effectively to meet the needs of individuals and groups on the basis of plans within the school improvement plan. The SENCO will work in collaboration with the Senior Management Team to decide how the budget is best deployed.

Governing Body Monitoring of Children with SEND

There are regular meetings between the SENDCO and SEN Governor Mrs. R. Patrick to discuss the children on the schools SEN list, resources, outside agencies and other issues.

The SEND team keep the Governing Body informed of the provision for, and progress of, children with SEND in a termly report to Governors.

Action to date:

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- The staff and Governors at Bursley Academy have achieved Dyslexia Friendly Full Status in Autumn 2018. We believe that being dyslexia friendly empowers us to be an effective school.
- We recognise and believe that:
'More children are successful when taught using 'dyslexia friendly teaching' methods – and while dyslexia friendly techniques can be applied to children who are not dyslexic, this does not work the other way around.'
(Taken from Achieving Dyslexia Friendly Schools, DFEE Publication)

Information about the school's staffing policies and partnership with bodies beyond the school

Arrangements made relating to in-service training of staff in relation to SEND

The school is committed to professional development for all staff in areas related to SEND. In accordance with the Code of Practice, the school's policy supports in-service training, and in the continuing professional development of staff (including teaching assistants). All Governors, especially the SEND Governor, are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.

Use made of teachers and facilities from outside the school including links with support services for SEND and other schools

The school secures access to external support services for pupils with Special Educational Needs in accordance with the Code of Practice. It seeks external specialist support and any service level agreements with the Local Authority. We have a working partnership with the Health Service, Children's Social Care and the Educational Welfare Service, together with any local or National voluntary organisation which work on behalf of its children with SEND., Other available agencies include:

- Special Educational Needs and Inclusion Service (SENIS)
- Summit Psychology - Educational Psychologist
- Speech and Language Service
- Behaviour Support Service
- Autism Outreach
- Occupational Therapy
- Voluntary Services
- CAHMs and Younger Minds
- Parent Partnership Services

The school also draws upon staff expertise and resources of other schools, including special schools, to help in its provision for pupils with SEND.

Information regarding Year 6 pupils with learning plans, statements or concerns is passed onto the High School. There is effective liaison between staff. Children will have their needs dealt with sensitively and positively so that they can become achievers and fulfil their potential.

Arrangements made by the governing body relating to the treatment of complaints from parents or pupils with SEND concerning the provision made by the school

The school acts upon any parental concerns regarding their children. If parents wish to make a complaint about the educational provision for an SEND pupil, they are invited to discuss their

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concerns with the SENDCO. If they are still dissatisfied they should contact the Head teacher or finally the Local Authority.

Summary:

All involved with Bursley Academy realise the responsibility we have when working with a child with SEND. Each child with additional needs in this school is valued and catered for in all aspects of school life because we appreciate the right of the children to have access to a curriculum that is appropriate to them.

Review Date – Summer 2024 unless any new legislation comes into place

Senior member of staff responsible – Mr. B. Wilkinson

Designated member of staff (SENCO) – Mrs. A. Green

Governor responsible – Mrs R. Patrick