

Special Educational Needs and Disabilities (SEND)

Incorporating more able pupils



PHILOSOPHY

Bigland Green Primary School aims to provide an environment that encourages all pupils to fulfil their academic, social and physical potential.

During their time at Bigland Green, some pupils may experience a special educational need (SEN) for a short or longer period. During this time, the school will endeavour to support them to ensure full access to their curriculum in the mainstream classroom. Other pupils identified as being 'more able' will also require personalised support to achieve their best.

The school's expectations are that all pupils will be provided with personalised support, which will enable them to make good or better progress. The school's work will be underpinned by its aims to ensure that pupils grow up to be confident individuals, successful learners and responsible citizens.

AIM(S)

Bigland Green Primary School aims to:

- provide support appropriate to the needs of the individual pupil, in consultation with the pupil, parents, the class teacher, the coordinator for Special Educational Needs (SENCO) and other relevant external agencies.
- provide individual or small group support to enable pupils to participate in the curriculum throughout any period of difficulty, long or short.
- work within the parameters set out in the new '2014 Special educational needs and disability code of practice: 0 to 25 years'.
- effectively support pupils experiencing SEND.
- provide support through quality differentiation for pupils identified at that time as being 'more able' and to extend their skills through enrichment, extension and extra-curricular activities.

ENTITLEMENT

The support made available in class may be as follows:

- Small group work with focused support from a teacher, or from a teaching assistant (TA) working under a teacher's direction, to assist with progress in a curriculum area or area of learning and development.
- Individual support from a teacher, a TA or Learning Mentor, working under a teacher's direction, to assist with progress in a curriculum area or area of learning and development.
- Home-school communication book to support progress in a curriculum area or social development.

ORGANISATION AND IMPLEMENTATION

Screening and identification

1. The SENCO compiles and maintains a list of all pupils with SEND and those identified as 'more able', whom the class teacher identifies with the SENCO. This list records the names, classes, and the area of need as set out in the SEND Code of Practice.

2. The pupils listed in the SEN register will have an Individual Education Plan (IEP) devised for them by their class teacher/LSA in consultation with their team leaders and the SENCO.
3. The SENCO compiles and maintains, in consultation with the school nurse, a medical register of pupils with medical needs.
4. The Headteacher holds confidential information regarding the circumstances of a few pupils as a part of Pupil Protection provision. This information mainly relates to those pupils whose families are being monitored by social services, or those who have divulged to him confidential information in relation to the welfare of individual pupils.
5. The SENCO keeps a file that records pupils discussed in meetings with the Educational Psychologist and a record of their recommendations.
6. Records are also kept by the SENCO of pupils referred to the Attendance Welfare Advisor (AWA) for attendance concerns.
7. All files are available for staff consultation and contribution.
8. Initially pupils considered to be experiencing SEN should be discussed at the appropriate team meetings. The range of skills and experience inside these teams should provide indicators and ideas for initial support strategies for the areas of concern: communication and interaction; cognitive and learning; social emotional and mental health; sensory and/or physical. The SENCO may also be consulted.
9. The school's list of pupils experiencing SEN is reviewed every term. During these reviews, new pupils may be added to the SEN list. Pupils who have experienced SEN but who are no longer causing a concern may also be removed from the list after consultation with the SENCO.
10. When new pupils are added to the list, the SENCO will normally observe the pupil. Observations and work samples already collected from the team will also be taken into account in determining the educational needs of the pupil. The class teacher and SENCO will monitor the progress of the pupil.
11. Whole-school highlighting at Staff Meetings and Pupil Progress Meetings assists the SENCO in deciding which pupils need to advance to the 'SEN Support' stage. The Educational Psychologist is available thirteen times a year (approximately two meetings every half term) to advise on how best to support the development of these pupils.
12. When all these issues have been considered, if it is decided that a pupil is experiencing SEN, the teams have a range of support structures available. If it is felt that the pupil needs support in addition to the differentiated curriculum provided to the class, then this additional support will be detailed in the pupil's Individual Education Plan.

Support available at the 'SEN Support' stage

In addition to the support available within class, support available at the 'SEN Support' stage is as follows:

- All pupils at the 'SEN Support' stage or above have a termly Individual Education Plan (IEP) that details the focus of support to be provided for that pupil that term.
- The IEP specifies curriculum areas or areas of need as set out in the SEND Code of Practice needing extra input.
- Targets and desired outcomes that the pupil should be encouraged to meet are detailed and the provision and strategies needed are stated clearly.
- The IEP is planned jointly by the class teacher, other staff members working with the pupils and team leaders and/or SENCO.
- The advice of the SENCO or a subject leaders may be sought in planning IEPs.
- The SENCO reviews all IEPs and offers feedback to class teachers as appropriate.
- Each pupil has an individual folder retained by the SENCO containing all the pupil's IEPs and reviews, and any relevant samples or work, assessments, or observations made by the team.

- Children identified as having communication and interaction needs are referred to the school's speech and language therapist (SALT). Class teachers can request meetings and advice. Through discussion with the Class Teacher, SENCO and SALT children will be identified as to whether they need direct work with the SALT or whether they can benefit from a Speech and Language programme which is delivered by members of the year group team.
- The SENCO may choose to observe and assess the pupil, and details of such assessments are included in the file.
- With the parents' consent, the SENCO may choose to refer the pupil for assessment by the Educational Psychologist or to another external agency.
- Specific advice for support from external agencies is taken into account and new targets for development may be added to the IEP.
- This forms part of the 'assess, plan, do, review' cycle as set out in the SEND Code of Practice.
- Following the 'assess, plan, do, review' cycle and advice from the Educational Psychologist, it may be decided that further assessment of a pupil's education, health and care needs is needed.

Support available for pupils with Education, Health and Care Plans (EHCP)

Support available for pupils with Education, Health and Care Plans (EHCP) is outlined in their EHCP. Pupils who have EHCPs have these reviewed annually at a meeting between the SENCO, the pupil's teacher, the pupil's parents, outside agencies working with the child and at times, the Headteacher and/or the Educational Psychologist. The pupil's and parent's views on his/her progress are sought and shared during the annual review meeting.

Partnership with Parents

Parents whose pupils are on the SEN list have two meetings each year to discuss their pupil's progress. At these meetings the pupil's IEP is reviewed together with the parental contribution to the education plan. It is a part of the ethos of Bigland Green Primary School that parents are full partners in their child's education, and if they have any concerns they may, at any time, make an appointment to see the teacher, the SENCO, or the Headteacher.

FURTHER DEVELOPMENT

1. To implement relevant changes required as a result of any updates to the 2014 SEND Code of Practice
2. To provide good CPD for the SENCO (in line with the new SEND Reforms 2014)
3. To develop knowledge and expertise among staff (through ongoing reviews of training allowing the Headteacher and SENCO to ensure that staff are kept up to date)

Date approved	Signature	Review
July 2018		June 2019