


STATUTORY

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Headteacher	Chair of Governors	Review Dates
		Last Review: March 2023
Lisa Keighley	Philip Cavalier-Lumley	Next Review: March 2024

Special Needs Co-ordinators (SENCOs)

Rachel Gould and Sarah Dickinson

Link Governors: Dr Ed Pepper

Statement of Intent

Blakehill Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing body, the Headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).
- Ensuring that the Headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is: Catherine Scott. In the absence of the DSL, child protection matters will be dealt with by Helen Hall or Lisa Keighley.

What is a Special Educational Need or Disability?

Children have special educational needs if they have a *learning difficulty* that calls for *additional and different provision* to be made for them.

Children have a learning difficulty if they:

Have a significantly greater difficulty in learning than the majority of children of the same age. Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Are under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them.

(2014 SEN Code of Practice)

Special Educational Needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical needs

'Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of the need may not be clear at the outset.' (2014 Code of Practice)

Who should I speak to about my child's difficulties with learning/ Special Educational Needs or Disabilities?

Your child's class teacher

Is responsible for:

- Monitoring the progress of all children.
- Providing Quality First Teaching that is carefully adapted to the needs of pupils to ensure that all children reach their full potential.
- Identifying, planning and delivering any additional support that may be needed. This might include targeted learning, small group work or a personalised curriculum.
- Discussing any initial concerns with you and highlighting these concerns to the school's Special Educational Needs Co-ordinator (SENCo).
- Writing and evaluating Individualised Learning Plans where appropriate and sharing these with you. Ensuring that they follow the school's SEND policy.

- Ensuring that any other adults who work with your child in school are aware of their strengths and difficulties. Helping other adults to deliver the planned program to help your child to meet their targets.

The SENCos- Mrs R Gould and Miss S Dickinson are responsible for:

- Writing the school's policy for Special Educational Needs and Disabilities.
- Coordinating all of the provision for pupils with Special Educational needs or Disabilities.
- Ensuring that you are made aware of any concerns regarding your child's progress and are involved in supporting your child's development.
- Ensuring that you are involved in evaluating and reviewing their progress towards set targets.
- Liaising with any other people or agencies who may be coming into school to support your child's development.
- Updating the schools SEND register (a system for ensuring that the needs of pupils with SEND are known.)
- Ensuring that there are in-depth records of your child's needs, targets and progress.
- Providing support to teachers and teaching assistants so that they can help all children to reach their potential.

The Headteacher – Mrs L Keighley

Is responsible for:

- The day to day management of all areas of the school's work including provision for pupils with Special Educational Needs or Disabilities.
- Working closely with the SENCo and class teachers to delegate responsibilities and to ensure that the needs of all children are met.
- Keeping the Governing Body informed of any issues related to SEND.

The SEN Governors – Dr Ed Pepper

Are responsible for:

- Supporting school to evaluate and develop quality and impact of provision for students with
- SEND across the school.

The Learning Mentor – Mrs A Bottomley

Is responsible for:

- Working with children and their parents to help remove barriers to learning.

How are Special Educational Needs or Disabilities identified and assessed at Blakehill Primary School?

Initial concerns about a child's progress or development may come from:

- Your child's class teacher expressing concerns that their progress has slowed or stopped or that they are finding learning, or any other area, especially difficult.
- Our rigorous assessment cycle highlighting that a child has not made the progress expected or that they are falling behind other children of their age.
- A health professional such as a GP or Health Visitor following a medical concern or diagnosis. Previous Educational settings such as Nurseries or Children's Centres.
- You, speaking to the class teacher or SENCo about anything that you have noticed at home. Your child, expressing concerns about their own development or progress.

Once it has been identified that there may be a Special Educational Need or Disability the class teacher, in consultation with the SENCo, will identify where the need lies and what gaps in learning need to be addressed. From here we will consider what your child's short term targets should be and what 'additional provision' should be put into place to help them to meet their targets. The school will invite you and your child to contribute to this process and will ensure that your views are fully taken into account when considering what provision may be appropriate.

What should I do if I have concerns about my child?

If you have any concerns about your child's learning or development you should speak to your child's class teacher initially. This can be done at parents evening or by telephoning the office on 01274 414355 to make an appointment.

If you continue to have concerns please ring to make an appointment with the SENCos, Mrs Gould and Miss Dickinson. Appointments are available after school on Wednesdays, an appointment list is in the main entrance.

If you feel that your child's needs continue to be unmet please contact the Headteacher.

How will the school let me know if they have any concerns about my child?

Initially your child's teacher will speak with you either at parents evening or at an arranged meeting to discuss their concerns. They will listen to your views on your child's learning and will discuss with you any additional support that they feel would benefit your child and discuss short term targets.

Where further support is needed the SENCo will contact you to review the provision that has been put in place and to gain your views on your child's progress. This may involve the implementation of further in-school interventions or referral to an outside agency.

What support is available for my child to support their Special Educational Needs or Disabilities?

- Quality First Teaching
- Teachers having high expectations for all learners.
- Teaching based on in-depth knowledge of a child's strengths and difficulties and builds on what they can already do or understand.
- Teaching being carefully planned to help a child to meet their personalised targets or to fill an identified gap in knowledge or understanding.
- Teaching taking into account a child's preferred way of learning and may include the use of additional equipment.
- The use of specific strategies (possibly identified by the SENCo or outside agencies) to meet your child's needs.
- Specific small group work in or out of the classroom or in the SEN Hub
- An intervention run by a teacher or Teaching Assistant which is specially focussed on helping a small group of children to meet their individualised targets.
- The adult leading this group will be trained to do so and will have a clear understanding of children's strengths and difficulties.
- Carefully planned support to fill an identified gap in knowledge or understanding.
- Interventions may include the use of additional equipment and will take into account pupil's preferred learning styles.

Support from 'Outside Agencies'

Where it is felt that a child has additional needs or barriers to learning that cannot be overcome through Quality First Teaching and Specific small group interventions advice may be sought from professional agencies outside of the school.

This might include

- Local Authority Services such as Learning Support Services, Educational Psychologist etc. Agencies such as the Speech and Language Therapy Service (SALT).
- Medical professionals such as the School Nurse.

What would this mean for you and your child?

- Your child will have been identified as having additional needs which the school feels requires more specialist input.
- You will be contacted to discuss your child's needs and will be asked to give your permission for a referral to a specialist professional to go ahead.
- The specialist professional will work with your child to more fully understand their needs and may make recommendations for strategies to meet their needs.
- The school will discuss with you the conclusions and recommendations of the professional and what support/ strategies will be put in place to support your child.

Specified Individual Support

Where your child is identified as needing a particularly high level of individual or small group support a My Support Plan (MSP) may be necessary. If difficulties persist and support cannot be provided from the budget available in school an Educational Health Care Plan (EHC plan) may be applied for.

What would this mean for you and your child?

- Your child has been identified as needing a high level of individual support. Specialist professionals will have been involved in trying to meet your child's needs.
- The school (or you) can apply to the Local Authority for a statutory assessment of your child's needs. This is a legal assessment in which your views and those of professionals who have worked with your child will be considered.
- If the Local Authority agrees that your child's needs are severe and complex enough to need a Statutory Assessment additional information will be gathered and will be used in the writing of an EHC plan. You and your child will be asked to contribute to this.
- An EHC plan will have long and short term goals for your child. It will set out specific targets and the support that will be provided by the Local Authority, how this support should be used and what strategies will be used to help your child to meet their goals.
- The EHC plan will be reviewed at an annual meeting in which you and the professionals involved with your child's provision will discuss their progress and set new short term targets.
- If the Local Authority do not agree that your child's needs are severe and complex enough to require a Statutory Assessment then the school will be asked to continue to provide personalised support.

What 'additional provision' may be offered?

We implement a graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEN, 'Summary of Provision,' which is based on an Assess-Plan-Do- Review structure.

If a child has an Education, Health and Care Plan, then we provide the support detailed in the plan.

How is additional provision recorded?

The school uses a 'provision map' to show the additional support that is given to all children with Special Educational Needs or Disabilities. This allows us to clearly see what additional provision has been put in place for each child and to identify any gaps that there may be in the provision offered. Where a child's needs are more specific they may have a My Support Plan or an Individual Education Plan (IEP)

How will my child's progress be assessed and reviewed?

Children's progress will be assessed each half term and reviewed against their personalised targets. In addition, children with a My Support Plan or an IEP will have their targets reviewed regularly. This will be done in consultation with parents and the child.

How will Blakehill Primary School help my child in transition between phases?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

When moving to another school – we will contact the school SENCo and share information about special arrangements and support that has been put in place to help your child achieve their learning goals. We will ensure that all records are passed on as soon as possible.

When moving year groups – information will be passed on to the new class teacher in advance and a planning meeting will take place to share information. All MSPs and IEPs and relevant documentation will be discussed at the meeting and passed up to the next class teacher.

Year 6 – 7 transition – The SENCo or Learning Mentor will meet with the secondary SENCo to discuss the specific needs of your child. A Transition Review will be held if appropriate. Additional transition sessions will be arranged as necessary. Some children will be offered extra small group or individual visits to their new school. Staff from the secondary school will visit children in their current setting if necessary.

How does Blakehill Primary School consult and work with parents and pupils?

If you have any concerns or questions about your child you can speak to their class teacher at the end of the day or at any other convenient time by making an appointment.

In addition to this, you will have an opportunity to speak to your child's class teacher at Parent Consultation Evening twice a year.

The SENCos Mrs Gould and Miss Dickinson are available to meet with parents after school on a Wednesday. There is an appointments list in the main entrance.

The Learning Mentor, Mrs Bottomley is available to support and meet with parents.

If your child has an Education, Health and Care Plan (EHC) you will be invited to an annual review meeting where all professionals working with your child will contribute their views and make decisions about future provision. Your views form an important part of this meeting. Your child's views will also be sought and will form an important part of this process.

Throughout the year your child's class teacher and the SENCo may invite you to meetings to discuss your child's progress and provision or to meet with other professionals. It is very important that you attend these meetings.

If your child has a MSP or an IEP, their targets will be reviewed regularly, in consultation with parents and the child.

If any changes are being considered to your child's provision or any concerns arise we will always seek your views and consult with you before any changes are made.

Other professionals may also seek your views e.g. the School Nurse, Educational Psychologist Speech and Language Therapist.

There are a number of parent support groups such as Parent Partnership and Bradford Families Information Service.

How will school ensure the correct level of expertise and training of staff to support children with SEND?

The SENCO will attend regular SEN network and cluster meetings to update and revise latest developments.

In order to meet the school's long term goals, training and development of expertise will be reflected in the School Improvement Plan.

Staff expertise and training needs will be regularly audited in school and this information used to support a training schedule to ensure that the needs of all pupils are being met. This will include involvement from outside agencies where appropriate.

The SENCO will liaise with:

- School Nursing Team Social Services Community Paediatricians
- Speech and Language Therapy
- Occupational Therapy

The local authority support services include:

- Educational Psychologists
- Cognition and Learning Team
- Autism Support Team - HUB drop-in meetings
- Visual Impairment Team
- Support for Deaf Children's Services
- Social, Emotional and Behavioural Difficulties Team
- Physical Difficulties Team Early Intervention Team Portage Team

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Evaluation and Review

The effectiveness of the SEN provision provided by the school will be undertaken annually by the Governing Body and reported to parents in the Governor's Annual Report.

A review of this policy document is undertaken every year. The Special Educational Needs & Disabilities (SEND) policy is a working document and is kept under constant review.