

Bowling Park Primary School
SEN Policy
September 2016



Rationale

This policy is a statement of the aims, principles and strategies to ensure the effective provision for children with Special Educational Needs (SEN) at Bowling Park Primary School.

The school is committed to its policy of inclusion; one in which the teaching, learning, achievements, attitudes and well-being of all children matter, including those with SEN.

This ensures that all pupils have equal opportunities to learn and access all aspects of school life.

This policy has been written in line with section 69 (2) of the Children and Families Act 2014, Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014

Children and Families Bill and the SEN Code of Practice

Schools are required to implement the provision in the 'Special Educational Needs (SEN) Code of Practice: for 0 to 25 years' from September 2014, with a 3 year transitional period for transferring Statements to Education Health and Care Plans.

The Code provides practical advice for schools on how to carry out statutory duties in order to identify, assess and make provision for children and young people with special educational needs (SEN). This policy is written in accordance with the Code.

Definition of SEN

The 'Special Educational Needs (SEN) Code of Practice: for 0 to 25 years' defines SEN as:

'...a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

...This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.'

The Equality Act (2010)

Everyone covered by the new Code also:

'has duties in relation to disabled children and young people under the Equality Act 2010. They **must** not discriminate and they **must** make reasonable adjustments for disabled children and young people... [this] includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer.'

Therefore, in accordance with the 'Aims and Objectives' set out below, Bowling Park Primary School will work to be a fully inclusive and caring school which welcomes all children into its community. We will work with each child and his/her family in order to ensure they have the best start in life.

Bowling Park Primary School's Aims and Objectives

In accordance with the principles of the SEN Code of Practice (2014), this policy aims to ensure that the school:

- * Involves children and parents in the decision making process
- * Identifies and rapidly responds to children's SEN needs
- * Collaborates fully with health and social care services to provide support for children and families with SEN
- * Has high quality provision available to meet the needs of children with SEN
- * Works collaboratively with SEN children and their families to write Education Health and Care Plans (EHC Plan) that help prepare the child for adulthood
- * Gives children with SEN access to a broad, balanced and relevant curriculum, which is differentiated to meet their individual needs
- * Has a graduated approach to SEN, whereby appropriate supportive actions are matched to an SEN child's specific needs.
- * Provides a 'Local Offer' of services available in the school which will make readily available information about the school's facilities and support for children with SEN
- * Ensures good governance and leadership of SEN provision
- * Ensures SEN children are not treated less favourably than other children.

Identifying and Assessing children with SEN – Bowling Park's Graduated Approach

At Bowling Park Primary, we believe every child should have the opportunity to be the best they can be and that every child has a right to be fully included in our school.

In order to ensure this happens, we have adopted the Bradford City Council 'Range' model to identify additional needs and put in place targeted provision for children with SEN in order to help them make good or better progress.

These Ranges meet the child's additional needs in the following way, depending on the nature and degree of need:

Range 1 – Quality First Teaching

Range 2 – Targeted small group interventions

Range 3 – Additional, specialised group or 1-2-1 interventions, external agency advice

Range 4 – Education Health Care Plan support

For more details, please see Appendix 1 'Bowling Park Primary's Graduated Approach to SEN' (Appendix 1).

The School's Local Offer

In accordance with the Children and Families Bill (2014), Bowling Park Primary School will make available on its website this policy and the school's 'Local Offer' (Appendix 2). The Local Offer details the kinds of Special Educational Needs for which provision is made at the school. In addition, it details a range of other services the school has available to help our children and families.

Teaching, Learning and Inclusion

Bowling Park Primary will aim to ensure that every child in school has access to quality first teaching, and regular feedback on their learning in order to help them make good or better progress. Should a child be at risk of falling behind their peers, teachers will adapt their planning, teaching, resources and learning environment so as to help them catch up through differentiated learning.

If a child continues to be at risk of falling behind, the school's SENCo will plan targeted provision for the child, including additional help with their emotional and social development if needed. The school will also seek additional help from external agencies in order to ensure the child catches up with his/her peers.

For more information regarding the types of support available in school for children with SEN and the provision available to them, please see the school's Graduated Approach (Appendix 1), Local Offer (Appendix 2) or website.

Staff Development, Training and Expertise

Staff at Bowling Park Primary School are fully supported with their continuing professional development with regards the teaching and learning of children with SEN. The school ensures this by:

- * Monitoring and feeding back to teachers and TAs regarding the teaching of children with SEN
- * Using external agency support to assess children and advise class teachers and TAs on how best to meet the needs of children with SEN
- * Providing additional staff meeting and training day time to up-date staff and develop an understanding of Special Educational Needs.

In addition, the school employs a Parental Involvement Worker and a number of Learning Mentors to work closely with children and their families in order to ensure they have access to the support they need, both within school and with external support services and voluntary agencies. The Learning Mentors are also used by school to provide additional support for children with SEN that need help with their emotional and social development.

For more information regarding the skills, qualifications and expertise available in school, please see the school's Local Offer (Appendix 2).

Tracking a child's progress

A child's progress at Bowling Park Primary is tracked in a number of ways:

- * Ongoing, day-to-day, formative assessment
- * Analysis of summative data
- * Discussions at regular pupil progress meetings
- * Learning walks, lesson observations and book scrutinies

Should a child be judged to be at risk of falling behind their peers, the Graduated Approach will be followed (see Appendix 1) in order to rapidly respond to that child's Special Educational Needs.

Parental involvement

Bowling Park Primary School encourages parents to be actively engaged in their child's education. We believe this has a significant impact on a child's success at school. In accordance with the SEN Code of Practice, we believe that parents should be involved in the SEN process right from the start. Therefore, our Graduated Approach model (Appendix 1) ensures that:

- * Parents are informed of their child's additional needs at every stage of the SEN process
- * Parents are encouraged to be participants in target setting throughout the Graduated Approach.
- * Discussions are held with and permission is sought from parents regarding the involvement of external agencies, who work with the school in order to help identify the specific additional needs and provision their child may need.
- * Parents are involved in the process of the application for EHCP assessment in order to help families with SEN children prepare for adulthood.

Pupil Voice

Bowling Park Primary School believe that children should be active, independent learners who leave primary school ready for the challenges of secondary school and beyond.

In accordance with the SEN Code of Practice, our Graduated Approach model (Appendix 1) ensures that children with SEN:

- * Are involved in every stage of the SEN process
- * Help teachers and parents set targets that ensure they are in the best position to catch up with their peers and prepare for the future, including the targets written in EHC Plans
- * Actively participate in assessing their progress and planning next steps of work

Target Setting

Bowling Park Primary School's Graduated Approach (see Appendix 1) will ensure that targets are set in the short term to meet each child's individual needs. All targets set are SMART (specific, measurable, achievable, relevant, time-specific). These are reviewed regularly (at least once a term).

If a child has an education health care plan, in addition to having their short term targets reviewed termly, they also have an annual review alongside parents and other agencies involved.

Leadership and Governance of SEN provision

The Governing Body, in co-operation with the Principal, Assistant Head teacher for Vulnerable Pupils and SENCo, determines the school's general policy and approach to the provision for children with SEN, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the work of the school. They are responsible for reviewing the policy. There is an identified Governor for SEN who monitors the implementation of the policy.

The Principal, Assistant Head teacher for Vulnerable Pupils along with the school's SENCo, has strategic responsibility for overseeing the provision for children with SEN and keeping the Governing Body fully informed. In conjunction with the Leadership team, the Principal will be responsible for monitoring and evaluating the success of the policy and ensuring that necessary revisions are undertaken.

Bowling Park Primary School's SENCo

The school employs a fully qualified SENCo, to ensure that the aims, systems and procedures set out in this policy and the SEN Code of Practice are adhered to and monitored by the school in order to give each child the best possible start in life. The SENCo will report to the school's Principal and Governing Body.

Contact details of the SENCo are detailed in the school's Local Offer which can be found on the school's website.

Monitoring the impact of SEN provision in Bowling Park Primary School

Quality first teaching, ongoing assessment for learning and regular pupil progress meetings aim to quickly identify children with SEN. Once these are identified, the class teacher will work with the school's SEN team, the child, the child's parents and any other relevant external agencies to plan and deliver the additional support that the child may need.

The school will monitor the effectiveness of this provision using the following systems:

- * Pupil progress meetings
- * Achievement data
- * Learner shadowing
- * Provision mapping and intervention monitoring
- * Learning walks
- * Book scrutinies

In addition, regular reviews of planned interventions are built into the school's Graduated Approach (Appendix 1).

External Agencies, Health and Social Care

Bowling Park Primary has full access to Bradford City Council's SEN Support Services and can enlist the help of these services as required. In addition to this, the school buys in extra time from the Educational Psychology and Speech and Language teams to further support the needs of our children.

By sharing information readily, the SENCo works to ensure a joined up approach with external agencies, and, with help from the school's Learning Mentors, ensure Health and other appointments are kept and reports from these are sent to school.

More information regarding the support services available in and via school are available in the school's Local Offer (Appendix 2) and through links on the school's website.

Bradford City Council's Local Offer

A link to Bradford City Council's Local Offer can be found in Bowling Park's Local Offer, via the school's website.

Budget/Allocation of resources

The school is allocated money for children with SEN in accordance with Bradford City Council's SEN funding model. The SENCo, in consultation with the Principal and Governing Body, is responsible for the use of these resources and the deployment of designated SEN staff.

Special Facilities and Building Adaptations

There is wheelchair access throughout both school sites and there are toilet facilities on each of Bowling Park's sites for disabled pupils and adults. Should the school be required to adapt its facilities further or buy additional equipment for children with SEN, the school will liaise with the relevant external agency(ies) in order to ensure such facilities and equipment are available.

Transition to a Special or Other Mainstream school

Bowling Park Primary prides itself on its ability to keep detailed records regarding a child with SEN's history. Therefore, whenever any child with SEN transfers to another school, the school aims to pass on relevant information and work closely with that school in order to ensure a smooth transition for the child.

Complaints

If parents have a complaint about the SEN provision in school they may initially contact:

- The class teacher
- The SEN Co-ordinator
- A member of the school's Senior Leadership Team

In response, the class teacher and the SENCo will provide evidence of work undertaken, targets and assessment of progress. If a problem is still not resolved, parents may then contact the Governing Body to request a meeting. This may lead to a formal complaint to Bradford Children's Services or with an appeal to the SEN tribunal.

September 2016

Signed by Chair of Governing Body.....Paul Johnson.....Date...23/1/2017

Appendix 1 – Bowling Park Primary School’s Graduated Approach

Range 1 - For children identified as at risk of not making expected (or better) progress

Assess, Plan, Do, Review - Quality first teaching

Teaching and learning

Actions	Done
Key gaps in learning identified through ongoing assessments.	
Any additional barriers to learning identified.	
Identified needs and gaps planned for in medium and short term planning.	
Child given the opportunity to return to key concepts and ‘over learn’ key skills.	
English, Maths and Topic teaching, resources and planning differentiated to fill identified gaps.	
Additional support (teacher and TA) given and booster groups arranged (e.g. in the afternoon/during registration).	
Progress regularly assessed and planning adapted accordingly.	
SEN team informed at Pupil Progress meetings that child is Range 1. SEN team to then log on SIMS	

Parental Involvement

Actions	Done
Parents’ evenings	
Target setting	

Monitoring

- Achievement data
- Learning walks
- Pupil progress meetings
- Book scrutinies

If child continues to be at risk:

- Consult Bradford Council Range 2 guidance to identify specific need.
- At pupil progress meetings, SEN team log child as Range 2 on SIMS and specific needs identified.

Range 2 - For a child at continued risk of not making expected (or better) progress

Assess, Plan, Do, Review - Quality first teaching

- Additional teaching/intervention support

Teaching and learning

Actions	Done
Bradford Council Range 2 guidance criteria checked and child's specific need(s) identified.	
Range 2 form completed with the child and the child's parents/carers.	
Range 2 form copied and given to SEN team. SEN team to log on SIMs (along with specific need)	
Class teacher (along with support from the SEN team if needed) to plan additional short-term precisely targeted interventions (led by the Teacher and/or TA).	
Class teacher to outline and monitor interventions on Range 2 form.	
Child discussed at Pupil Progress meetings. Progress monitored. SEN team to advise on additional interventions in class if necessary.	
SEN team to provision map additional interventions if appropriate and to monitor how long the child in on Range 2	

Parental Involvement

Actions	Done
Range 2 form input	
Parents' evenings	
Target setting	

Monitoring

- Achievement data
- Learning walks
- Pupil progress meetings
- Book scrutinies

Once all of the interventions have been delivered:

- Child's progress discussed at Pupil Progress meeting, with the parents and the child (as outlined on Range 2 form).
- Joint decision made regarding next steps.

Range 3 - For a child at continued risk of not making expected (or better) progress and who has significant additional needs.

Assess, Plan, Do, Review - Quality first teaching

- Additional teaching/intervention support

- External agency involvement

Teaching and learning

Actions	Done
Child discussed at pupil progress meeting. SEN team and teacher to consult Bradford Range 3 guidance criteria checked and specific needs identified.	
Meeting held with parents, child, teacher and member of SEN team. SEN team to help identify which external agencies could be involved to help assess child's specific needs	
Range 3 form completed with the child and the child's parents.	
SEN team to provision map additional, specialist interventions to help meet the child's needs.	
Referrals to relevant external agencies.	
Advice from external agencies received and implemented in class/interventions.	
SEN team to set up Range 3 Learning Journals – to be used by SEN intervention staff.	
Progress monitored and teacher/SEN Team/child and child's parents/carers informed.	
SEN team to provision map additional interventions if appropriate and to monitor how long the child is on Range 2	

Parental Involvement

Actions	Done
Range 3 form input	
Parents' evenings	
Target setting	
Feedback from external agencies	

Monitoring

Achievement data
 Learning walks
 Pupil progress meetings
 Learner shadowing
 Book scrutinies
 Provision mapping
 Intervention monitoring
 Range 3 Learning Journal

Once all of the interventions have been delivered:

Child's progress monitored and discussed at Pupil Progress meetings.
 Joint decision made regarding next steps.

Range 4 - For a child who needs an EHC Plan

Assess, Plan, Do, Review - Quality first teaching
 - Work towards targets set out in EHC Plan

Teaching and learning

Actions
Child's plan will determine actions and targets.

SEN team to help class teacher/child/parents/carers set short and medium term targets to help child reach goals set out in EHC plan.

Parental Involvement

Actions	Done
EHC Plan input	
EHC Plan Review meetings	
EHC Plan target setting	
Parents' evenings	
Target setting	

Monitoring

- Achievement data
- Learner shadowing
- Pupil progress meetings
- Book scrutinies
- EHC Plan review meetings
- Provision mapping and intervention monitoring
- Learning walks