



Baynards Primary School

Special Educational Needs and disability Policy

**SENCO/Teacher: Jade Denny
National SENCO Award 2011/12
Advanced SENCO Award 2013/14**

Baynards 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 have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to 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.

Baynards Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, travelers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress;
- any learners who are at risk of disaffection and exclusion

Every teacher is a teacher of every child or young person including those with SEN. As stated in the Code of Practice Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

This policy was created in consultation with the Governing Body, Staff of the school and parents.

Our aim for all pupils with SEND is to raise and fulfil their aspirations. Our approach is holistic, encompassing all aspects of young people's lives focussing on outcomes, not just the hours of provision and support.

Our objectives are:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN children and families to ensure that their outcomes are fulfilled and achieved.
- To provide support and advice for all staff working with special educational needs pupils

Identification of pupils with SEND.

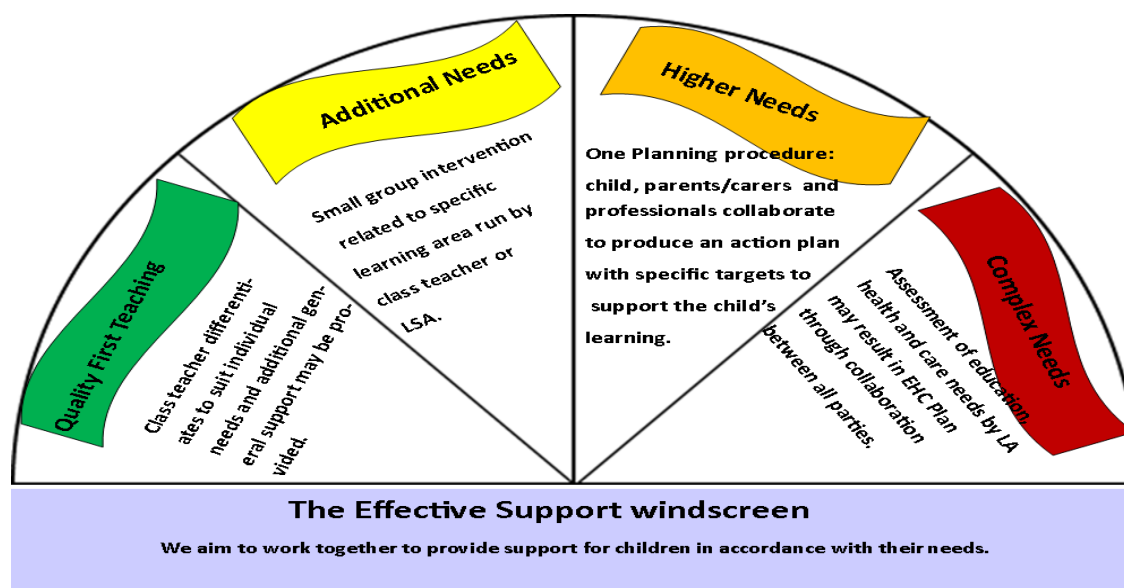
The four broad areas of need outlined in the Code of Practice are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, emotional and mental health difficulties**
- **Sensory/and or physical needs.**

At Baynards we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

We believe that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. At Baynards we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

The diagram below illustrates the level of support required depending on the need.



Managing pupils needs on the SEND register

The SENCo is responsible for monitoring the provision and impact for each child identified on the Special Needs Register. This is reviewed half termly during pupil progress meetings with the class teacher and the SENCo. Parents meet half termly in addition to the parent consultation evenings to discuss the progress and outcomes of the pupils on the SEND register. We believe that parental input is vital in ensuring that pupils reach their full potential.

All pupils identified as having 'Higher Needs' and 'Complex Needs' will also have an annual 'One Plan' meeting'. This involves all professionals involved and places the family and child at the centre of the meeting. It takes a holistic approach to how the pupil and family can meet their goals and the steps required for professionals to implement to aid and enhance this process.

All pupils on the SEND register complete a 'One Page Profile' this outlines their learning needs and provides specific targets for the individual to work on in order to move forward with their learning.

Supporting pupils at schools with medical conditions

At Baynards we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. We fully comply with our duties under the Equality Act 2010.

If children have a medical condition then we would work closely with our health care professionals to ensure that we create the most suitable learning environment achievable for the child to fully access the curriculum.

Training and Resources

We maximise the funding allocated for pupils with Special Educational Needs to ensure that they not only have the correct resources and provision available to them, but also to focus on how they can meet their outcomes successfully.

If training needs are identified to support pupils with varying needs this forms part of the professional development of the staff at the school.

The school's SENCO regularly attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND as well as half termly consortium SENCO meetings to share good practice with other SENCOs.

Roles and Responsibilities

The SEND governor meets regularly with the SENCo to review progress, provision and outcomes of all the pupils on the SEND register.

Learning Assistants with the responsibility of working with pupils with an EHC plan or a Statement of Special Educational Need meet daily with the class teacher and regularly with the SENCO, and other specialist teachers and professionals.

The Head Teacher/SENCo is the Designated Child Protection Officer.

This policy needs to be reviewed annually.

This policy is also linked to the Accessibility Policy.

Complaints

If as a parent you are unhappy with the content of this policy or any other issues linked to SEND, then there is a complaints policy which can be followed. At Baynards we endeavour to resolve any complaints, concerns or issues as productively as possible with the well-being of the pupil at the heart of any solution.

This policy has been ratified by the Governors: March 2022

Appendix 1

Baynards School Offer

Consortium statement

“As part of the Tiptree and Stanway consortium of 23 schools we have a similar approach to meeting the needs of pupils with SEND and are supported by the local authority to ensure that all pupils regardless of their specific needs make the best possible progress in school. We make a school offer based on our collective resources, as well as the individual ethos specific to our individual schools”

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Please see the questions below for more information about Baynards school offer.

1. How does Baynards Primary School know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made in accordance with age related expectations.
- there is a change in the pupil's behaviour or progress
- concerns are raised by external agencies (E.g. GP or school nurse)
- if information is provided from the previous setting e.g. pre-school

2. Who are the best people to talk to if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns
- Where appropriate the concern will then be shared with the SENCo/ Head Teacher : Mrs Maidment, further discussions may then take place between all the relevant parties to determine the best way forward for your child.

3. What is the process for identifying my child's needs?

The method of identification and provision follows a graduated approach:

- Each pupil's education will be planned for by the class teacher as part of quality first teaching. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or learning support assistants in class.

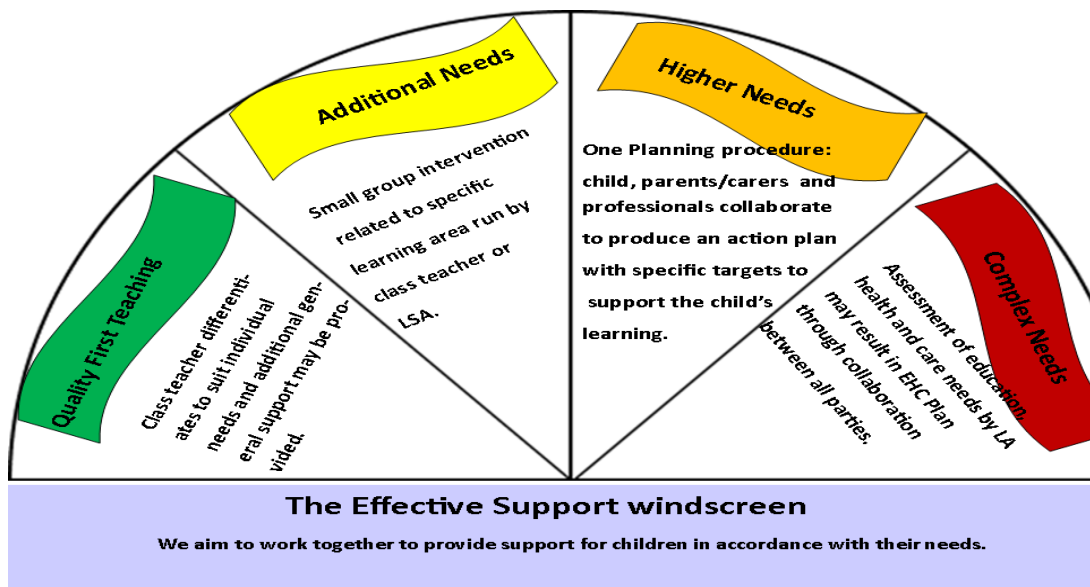
- If a pupils needs relates to more specific areas of their education such as spelling, handwriting, numeracy or literacy skills then the pupil may be placed in a small focus group. This may be run by the teacher or learning support assistant. The length of time of the intervention may vary according to need but will be monitored regularly. Interventions will be

reviewed by the SENCo to ascertain the effectiveness of the provision and to inform future planning.

If a pupils needs are additional this may result in the creation of a 'One Plan'. This process involves the family, the child and other relevant professionals. This process with identify outcomes for the child and how they may be achieved.

When a pupils needs are more complex, an assessment of Education and Health Care needs may be undertaken by the authority and an EHC plan developed in collaboration with family, child and as appropriate other relevant professionals.

4. How will Baynards support my child and match the curriculum to support their needs?



- Targeted intervention in a small groups or one to one – E.g. following specialist advice such as when a child is on a speech and language program.
- Appropriate specialist equipment may be given to your child e.g. writing slopes, pencil grips, coloured overlays.....

Interventions may include

Socially Speaking Programme

Lego Therapy

Craft Therapy

Narrative technique training

Fine Motor skills groups

Gym Trail

Speech and Language support on an individual basis

*Transition and nurture groups
Numicon support
Fischer Family Trust- reading intervention
Visual timetables and resource banks
Behaviour management plans
Cognitive Behaviour Therapy
Spelling Attack*

All children are encouraged to take part in all areas of school life including events and visits off site arranged by the school. Where necessary support for individual children would be agreed in collaboration with parents/carers and relevant school staff prior to the event.

5. How will my child and I be involved in making decisions about my child's education?

At Baynards Primary School we believe in a child centered approach whereby when children have additional needs, the thoughts and feelings of the child and their parents together with the views of school staff and relevant professionals are taken into account when making decisions about their education. E.g. when writing a One Plan

Other opportunity for involvement may be:

- Informal discussions with staff*
- Teacher and child meeting.*
- Teacher parent consultations.*
- Review meetings including outside agencies where appropriate.*
- Questionnaires/ Feedback forms where appropriate*

6. What training has the staff received supporting children and young people with SEND?

SENCO/ Head Teacher Mrs Nerys Maidment holds the qualification 'National Award for Special Educational Needs Co-ordination' and the Advanced SENCO Award. .

Different staff members have received training related to the following areas of SEND:

*How to support pupils on the autistic spectrum
How to support pupils with social and emotional needs
How to support pupils with speech and language difficulties
How to support pupils with dyslexia
How to conduct a reading intervention.*

As part of the Tiptree and Stanway consortium all members have access to up to date and relevant training related to SEND in order to meet the

needs of our pupils.

7. What specialist services and expertise can be accessed by the school?

We can refer to:

- *Children's Therapy Team (Speech and Language/Occupational Therapy)*
- *School Nurse/ Doctor*
- *Social Services*
- *School Counsellor/play therapist*
- *Specialist Teacher Team*
- *CAMHS (Child and Adolescent Mental Health Service)*
- *Educational Welfare Service*
- *Educational Psychologist Service*
- *MIND*
- *The Junction- Counselling service*
- *Family Solutions*

Parents may be able to access some of these services through their family GP.

8. How will I know how my child is doing?

We support and involve parents in their child's learning both informally and formally.

This may include:

- *We have an open door policy which provides parents with the opportunity for discussions face to face or on the phone.*
- *Weekly newsletter*
- *Celebration events and class assemblies*
- *Parents Evenings*
- *Review meetings- to discuss progress towards specific targets,*
- *Parent questionnaire*
- *Your child's class teacher will be available at the end of each day if you wish to raise a concern.*

Additional appointments can be made with the class teacher or SENCO through the school office.

9. How will you help me to support my child's learning?

- *The class teacher may suggest ways of how you can support your child alongside homework activities where set.*
- *The SENCo, Mrs Maidment may meet with you to discuss how to support your child with strategies to use specific to your child's needs.*

- *If outside agencies or the Educational Psychologist have been involved suggestions and programs of study are normally provided by them that can be used at home.*
- *The school website can be used to access resources, policies and links that will provide further support.*
- *Parent Workshops focusing on specific topics such as phonics etc.*

10. What support is available for my child's overall well-being?

Members of staff are available for pupils who wish to discuss issues and concerns. Where it is deemed appropriate parents/ carers will be invited in to school to discuss concerns and plan for further support.

Other provision may include:

- *Lunchtime support*
- *Nurture groups*
- *Reflections zones and quiet areas around the school available to all children*
- *Counseling opportunities*

Where it is felt that pupils are encountering significant emotional difficulties the support of outside agencies will be considered, such as CAMHS, the Junction and the school nurse.

11. How will my child's medical needs be met?

If a pupil has a medical need then a care plan is compiled with support from parents/carers and in consultation with medical practitioners where appropriate. These are shared with all staff who work with the child.

All support staff have basic first aid training.

An EYFS member of staff has a Paediatric First Aid Training, in line with national requirements.

Epi pen training is undertaken by all staff on a yearly basis.

Where a child has specific medical needs additional staff training will be arranged in consultation with the relevant professional.

12. How accessible is the school environment?

For further information see the schools accessibility policy

13. How will the school prepare and support my child when joining Baynards Primary or transferring to a new school?

Strategies are in place to enable your child's transition to be as smooth as possible. These may include:

- *Transition meetings at each key stage and between settings.*
- *Additional visits may also be arranged for children or their parents/carers*
- *SENCo liaison meetings between settings and with relevant staff.*
- *Transition groups and resources are available for children who may benefit.*

14. How are the school's resources allocated and matched to children's special educational needs?

- *The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on individual needs.*
- *The additional provision may be allocated after discussion with the class teacher at a pupil progress meetings or if a concern has been raised by them at another time.*
- *Resources may include deployment of staff depending on individual circumstances.*

15. Who can I contact for further information?

Key Contacts:

*Head Teacher/ SENCO – Mrs Nerys Maidment school number:
01621817261*

Chair of Governor: Richard Edwards

Governor responsible for Special Educational Needs – Richard Edwards

Education Psychology Service helpline: 01245 433293

*Parent Partnership- Town Hall, Po Box 47, SENCAN Chelmsford CM1 1LD
01245 436036*

Statutory Assessment Team: 0300 003 4127

16. Complaints Procedures

If you have any concerns relating to the schools provision regarding SEND for

your child please speak to the Head Teacher/SENCo.
We aim to resolve any complaints parents have in person to achieve a mutual understanding and agree the best way to support your child together.

Please see our complaints policy for further information.

17. Other related policies

All policies are available on the school website or from the school office.

- SEND policy
- Admissions
- Accessibility
- Attendance
- Pupil Premium
- Complaints

I hope these key questions have answered any queries you may have but do not hesitate to contact the school if you require further information.