

Special Educational Needs and Disability Policy



SENCO/Head Teacher: Nerys Maidment

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:

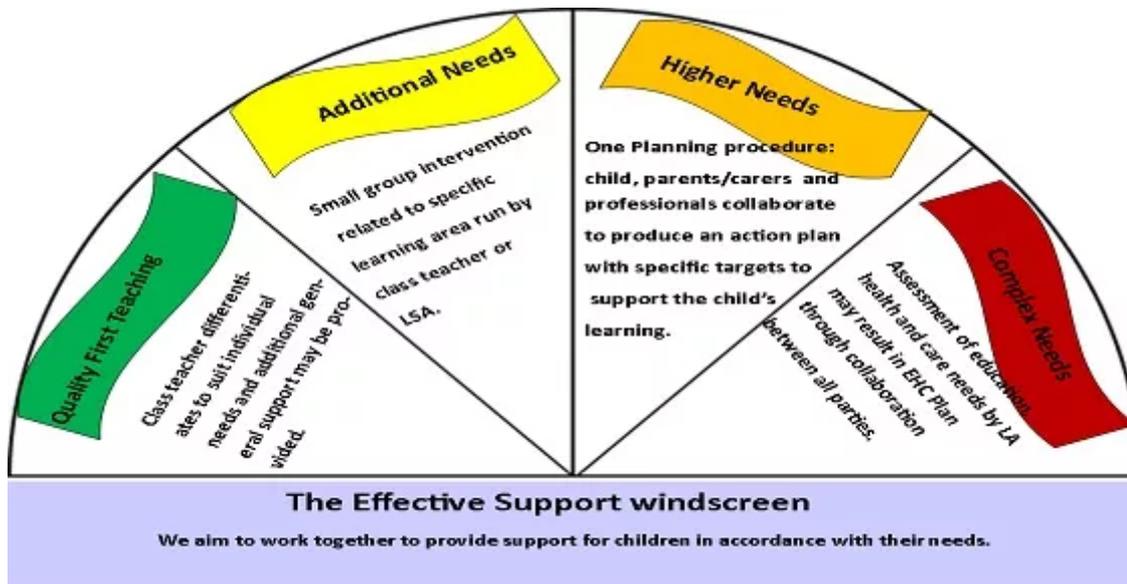
- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties

- 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 will be ratified by Governors November 2021

APPENDIX - Consortium statement