



Alderman Bolton Primary Academy

Children with Special Educational Needs and Disabilities Policy

Ratified: July 2024

Next Review Date: July 2025

Policy Responsibilities and Review

Policy type:	School
Guidance:	This policy complies with Warrington LA guidance
Related policies:	<ul style="list-style-type: none"> • SEND Information Report • Curriculum statement and guidance • Mental Health and Wellbeing policy • Safeguarding policy • Accessibility plan • Behaviour policy • Supporting pupils with medical conditions
Review frequency:	Annually
Committee responsible:	Local Governing Committee SENDCOs
Chair signature:	<i>D Proudfoot 10.07.24</i>
Changes in latest version:	Name change for Chair of Governors

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School Vision

At Alderman Bolton Primary Academy, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities.

We aim to develop an ethos of care, empathy and understanding. This is essential when dealing with children with Special Educational Needs and Disabilities (SEND). All children are given the opportunity to progress in their learning in a positive way. As a school, we offer a personalised and enriching curriculum to meet the specific needs of all children to help ensure that every child is making progress based on their own educational needs.

The whole staff are committed to the provision of an exciting, caring, enriching and multi-sensory learning environment. This arouses the curiosity and raises the aspirations and expectations of all children, including those children who require extra encouragement and stimulus to overcome their difficulties.

The implementation of this policy is the responsibility of the whole staff including the SEND Governor, with any extra provision or expertise being provided by external agencies and professionals, such as Educational Psychologist, speech and language therapist, and paediatric support.

1. Aims

At Alderman Bolton School we aim to:

- Create a school environment in which all children are included, valued and challenged whilst having access to all elements of a rich, broad and balanced curriculum either through whole class teaching or in smaller group or individual interventions;
- Value all children: we aim and expect all children to experience success and achievement, by raising aspirations allowing them to reach their full potential and make progress;
- Provide support and advice for all staff working with SEND pupils by offering bespoke training for staff and whole staff training through insets and regular staff meetings;
- Identify SEN as early as possible, by working closely with outside professionals and SEND consultants to gain up to date knowledge about assessment and intervention in the early stages of development;
- Use a range of organisational approaches and a variety of teaching styles in our teaching and learning to ensure learning needs are properly addressed and to engage and motivate learners;
- Work closely with parents/ carers to ensure that we take account of the children's own views and aspirations and the parent's experience of, and hopes for, their children. Parents and carers are invited to be involved at every stage of planning and reviewing the SEND provision for their child, to ensure co-production of support and provision, through regular meetings with the schools SENDCo and class teacher and through termly pupil progress meetings.
- Involve the child in the planning of targets and future provision and to acknowledge the child's own views and aspirations for their learning and achievement (at all ages and stages to the best of their ability). Pupil voice is shared each year on Pupil Passports, termly on IEP/IBP documents and for those children with an EHC Plan, their views are shared during their annual review meetings;
- Liaise with outside agencies to support high quality provision.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, and may require outside professional support, e.g. EP, SALT, paediatric support; or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The SEND Code of Practice identifies four broad areas of need which schools need to consider when planning a provision. The SEND Code advises that these areas are not to be used to fit a pupil into a category, as children often have needs in more than one area.

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

4. Roles and responsibilities

The SENDCo at Alderman Bolton Primary is Mrs. Catherine Kinsey (National SENCo Award)

The SENDCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans;
- Liaise with the designated teacher where a Child In Care has SEND;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;
- Advise on the graduated approach to providing SEND support;

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies;
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date.

The SEND Governor

The SEND Governor for Alderman Bolton Primary Academy is Mrs. Rachel Alderson.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this;
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school;
- Ensure all governors are up to date with the SEND Code of Practice and that this is being implemented within the school provision.

The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability;
- Ensure that the school has clear and flexible strategies for working with parents and carers, and that these strategies encourage involvement in their child's education;
- Ensure that all teachers understand their own responsibilities in respect of SEND.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Early identification of a pupil with SEND through observation of classroom practice and ongoing assessment procedures;
- Informing the SENDCo of their concerns and consider all recommendations and advice;
- Creating personalised 'Pupil Passports' for those children in the classroom who need additional support and provision to ensure personalised targets and intervention is provided during the school day.
- Devise and monitor effective Individual Educational Plans for those children working towards Age Related Expectations.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision;
- Ensuring that for those children with an EHC plan in their classroom, they are providing the correct support and provision stated on their individual plans;

- Ensuring they follow this SEND policy.

The Academy

We are part of Warrington Primary Academy Trust (WPAT)

WPAT is responsible for:

- Promoting high standards of education for all children including those with SEND
- Ensure that needs of SEND are identified and assessed quickly and matched by appropriate provision
- Ensure high quality support is provided for SEND
- Develop close partnerships with parents, school, health and social services in order to provide co-ordinated provision
- Develop systems for monitoring and accountability for SEND through consultation with schools
- Provide for the inclusion of SEND children in mainstream schools and monitor and review the role and quality of SEND support services
- Make arrangements for parent partnership services and inform parents

5. Identifying pupils with SEND and assessing their needs

The kinds of SEND that are provided for at Alderman Bolton Primary Academy -

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

6. Early identification and assessment

At Alderman Bolton Primary Academy, we believe in early identification and intervention, and therefore it is essential to have good liaison with all staff and outside professionals, so that high quality teaching and provision is planned to meet the needs of the pupil across all phases. At Alderman Bolton we offer provision for two year olds and this means children with additional needs can be identified and receive additional support they require from a young age. Our EYFS provision work closely with outreach teams where appropriate to adapt and develop the EYFS provision and receive specialist support.

The school follows a graduated approach for Identification and Assessment as laid out in the SEND Code of Practice.

The first step of identifying a pupil who may have SEND is through high quality teaching which is differentiated for individual pupils. School regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through regular book monitoring, learning walks and

Pupil Progress Meetings. This also includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and increase their knowledge of SEND in line with the Code of Practice.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap. (para 6.17, SEN CofP, 2015)

This may include progress in areas other than attainment, for example, social needs.

The progress of every child is monitored at termly Pupil Progress Meetings as a minimum.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether an application for an Education, Health and Care plan is required or a special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer of Quality First Teaching, or whether something different or additional is needed. At this point we may also request to seek the advice from outside professional support.

Although the school can identify special educational needs, and make provision to meet those needs, we do not, and cannot, offer diagnoses.

7. Co-production with Parents/Carers:

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We take into account the parents'/carers' concerns and future plans are made in co-production with the parent
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.
- Notes of these early discussions will be added to the pupil's record.

We will notify parents/carers when it is decided that a pupil will receive SEN support, and will be put on the school's SEND register.

Assessing and reviewing pupils' progress towards outcomes:

Alderman Bolton has due regard for the SEND Code of Practice (2014) when carrying out its duties towards all pupils with SEND.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment and behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents/ carers;
- The pupil's own views;
- Advice from external support services, if relevant

The assessment will be reviewed regularly. Where support 'additional from or different to' that normally available to pupils the same age is required, it will be provided through 'SEN support'.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress, through termly meetings with the schools SENDCO, class teachers and parents and through whole school pupil progress meetings.

Where concerns remain despite sustained intervention/ provision, the school will consider requesting a Statutory Assessment for an Educational Health Care Plan (EHC Plan). Parents/ carers will be fully consulted at each stage. We recognise that parents/ carers have a right to request a Statutory Assessment for and EHC Plan at any point in their child's education.

8. Our approach to teaching pupils with SEN:

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Every teacher is a teacher of SEND pupils.

High Quality First Teaching is our first step in responding to pupils who have SEND.

Our whole school curriculum will be adapted and tailored to meet every child's individual needs within the classroom by way of reasonable adjustments.

We will also provide specific identified interventions where needed which are tailored to meet each child's individual needs. Interventions offered by Alderman Bolton Primary Academy can be found in the separate SEND Information Report.

Where appropriate we may seek outside professional advice to ensure that the correct support is being provided.

9. Reasonable Adjustments to the curriculum and learning environment:

We make the following adaptations to ensure all pupils' needs are met:

- Reasonable adjustments are made to our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.;
- Adapting our resources and staffing;
- Using recommended aids for the pupil, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adjusting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.;
- Support from the Pastoral Mentor in the school to provide any social and emotional interventions where needed.

10. Additional support for learning:

As well as Quality First Teaching, we employ a number of trained Teaching Assistants who offer additional classroom based support and deliver specific interventions. Teaching assistants are well supported by the school's leadership team and the SENDCo and will be deployed based on need.

Some Teaching Assistants will support pupils in small groups and some will provide 1:1 support based on identified need.

We work with the following agencies to provide support for pupils with SEND:

- School Health Advisers;
- Speech and Language Therapy (SALT);
- Child Development Centre (CDC);
- Occupational Therapy (OT);
- NHS services such as audiology team, visual impairment team;
- School's Mental Health Link Team;
- Educational Psychology Service.

11. Expertise and training of staff:

Our fully trained and experienced SENDCo has allocated time each week to lead and manage SEND provision throughout our school. We have a team of teaching assistants, including some higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. Examples of training staff have received in the past year can be found on the SEND Information Report.

We use specialist staff to deliver nurture groups and the learning mentor role.

Through our strategic planning, we will make provision for teaching and support staff to access relevant training either as a whole staff or in small groups or individuals. This will be based on whole school priorities or individual/ group needs of pupils.

Our SENDCo will access local networks regularly to remain informed and up-to-date with latest research, policies and professional development. We will work with external consultants for advice as needed.

12. Securing equipment and facilities:

SEND specific equipment and facilities will be stored securely in school in the place identified as best for that resource, i.e. for some this will be in the classroom at the point of learning, and others may be kept securely in the SEND office.

13. Storing and Managing Information:

The school records the steps taken to meet pupils' individual needs through a chronology record on an online platform, CPOMS. In addition, Edukey is used to maintain Pupil Passport, Individual Education Plans and Positive Behaviour Plans. These cloud based systems can be accessed by any member of school staff that is involved with a particular individual or group of individuals, i.e. class teacher, teaching assistant and members of the Senior Leadership Team.

In addition to the usual school records, the online chronology may include:

- Information from parents/ carers;
- Information on progress and behaviour;
- Pupil's own perceptions of difficulties;
- Information from health/ social services;
- Information from other agencies and professionals.

14. Evaluating the effectiveness of SEND provision:

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their own targets each half-term (or more frequently);
- Reviewing the impact of interventions after twelve weeks (maximum). Impact measures may differ and not always relate to a pupils academic attainment, depending on the intervention, i.e. nurture sessions are assessed through the use of Boxall Profiles which monitor a child's emotional well-being
- Using pupil questionnaires;
- Monitoring by the SENDCo and other members of the Senior Leadership Team (SLT);
- Using provision maps to measure progress;
- Holding annual reviews for pupils with EHC plans (or more frequently if deemed necessary by school or at parent/ carer request).

15. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEND:

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Risk assessments and further arrangements will always be made for those children with SEND to ensure that they can attend these activities.

Should a child with SEND require remote learning to support their individual special educational needs, this will be agreed and planned in collaboration with parents, the class teacher, SENDCo, Head Teacher and the Local Authority. This will be reviewed on a regular basis, weekly in the first instance.

16. Support for improving emotional and social development:

We provide support for pupils to improve their emotional and social development through individualised or group or whole class interventions.

Our PD policy places emphasis on the children's emotional and social development, and this is incorporated in the everyday learning within our classrooms.

Our pastoral support in school includes members of our Safeguarding Team such as our Designated Safeguarding Lead, Attendance Officer, SENDCo and our Pastoral Mentor. Allocations to the pastoral team are coordinated through the Strategic Safeguarding lead and the school's SENDCo.

We provide counselling, purchased through an external provider, who works with both the child and their parent.

We have a zero tolerance approach to bullying.

Further information can be found in our Mental Health and Well-being policy and our Behaviour policy.

17. Transition

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible.

Enhanced transition arrangements are tailored to meet individual needs. This happens annually when moving to a new year group and when the child is transitioning between key stages: Reception into Year 1 or Year 2 into Year 3.

This may include, for example:

- additional meetings for the parents and child with the new teacher;
- additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc;
- opportunities to take photographs of key people and places in order to make a transition booklet.

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENDCo is invited to school to meet with the child's class teacher and SENDCo. Additional transition arrangements may be made at this point e.g. extra visits, travel, training etc. All documents pertaining to a particular individual are stored in the document vault on CPOMs and will be transferred electronically upon the high school's request.

18. Working with other agencies

Alderman Bolton invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. The SENDCo is the designated person responsible for liaising with the following Education Psychology Service, Early Help / Social Care, Family Services, Speech and Language Service, Schools and Family Support Services. SEND Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision, progress and keep staff up to date with legislation. Other examples of external agencies that school work with can be found in the SEND Information Report.

19. Monitoring arrangements

Consultation with staff and parents

This policy and information report will be reviewed by the SENDCo working with the Headteacher and SEND Governor annually. It will also be updated if any changes to the information are made during the year.

There will be a fixed period of consultation following any changes made to the policy with staff and parents before being considered for approval by the Local Governing Body.

Complaints about SEN provision

Parents/ carers are encouraged to raise any concerns they may have about their child's experience in school to the class teacher. Early discussion between home and school can develop a collaborative approach to meeting pupils' needs and provide an open door policy to all our families.

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the Warrington Primary Academy Trust's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

20. Links with other policies and documents

This policy links to other school or Trust policies:

- SEND Information Report
- Safeguarding policy
- Accessibility plan
- Behaviour Policy
- Supporting pupils with medical conditions

- Mental Health and Wellbeing Policy
- Attendance Policy

21. The Local Authority local offer

Our local authority's local offer is published here:

<https://www.mylifewarrington.co.uk/kb5/warrington/directory/service.page?id=Pu9RRVn-ZI&localofferchannel=0>