

Bury Primary School

SEND Information Report/Policy

July 2019

Principles and aims

At Bury Primary School we value all children within the school community equally. We are committed to working in partnership with children, parents and carers to ensure that all children achieve their best, become confident individuals and make a successful transition to the next phase of their education. We strive to uphold the rights of all children through our policies and practice, and provide special care and support for children with disability, as stated in Article 23 of the United Nations Convention on the Rights of the Child.

The principles and practice contained in this policy are in line with the 'Local Offer' available on the school's website.

In order to fulfil these principles we are committed to

- the early identification of SEND and making our best endeavours to ensure that necessary provision is made through a graduated response, in line with the SEN Code of Practice 2014.
- working in partnership with children and parents/carers. We support children and parents/carers to participate as fully as possible in decisions and ensure that they are provided with the information and support necessary to enable participation in these decisions.
- providing a broad, well-balanced, exciting and engaging curriculum for all children in our school.
- maintaining high expectations for all children and providing appropriate tasks and achievable outcomes to consolidate and extend the learning in the classroom.
- encouraging all learners to develop confidence and recognising value in their contributions, giving them high self esteem.

Our Local Offer contains information about SEND procedures at the school, including contact information for the SEND Co-ordinator, staff expertise and training, funding for SEND and the links to outside agencies to support SEND. The Local Offer can be found on the school website in the Information section.

The 2014 SEN Code of Practice defines Special Educational Needs as follows: a child has SEND if they have a learning difficulty which calls for educational provision to be made for them. A child has a learning difficulty or disability if

- a) they have a significantly greater difficulty in learning than the majority of their peers; 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.

Access

The School Accessibility Plan outlines access arrangements. The plan has been drawn up in accordance with the SEN and Disability Act 2001 (SENDA).

Roles and Responsibilities

The Special Educational Needs Coordinator (SENDCo) is Rachel Seymour, she is a full-time member of staff but has release time to fulfill her SENDco responsibilities. She can be contacted through the school office (office@bury.school) or through her SENDCo email (sendco@bury.school). The SENDCo is responsible for implementing the SEND policy and liaises with the Head Teacher and the dedicated SEND Governor to monitor provision and effectiveness.

Teaching assistants provide support for children in the classroom and are trained in the following areas:

- Speech and Language (this intervention is sometimes carried out, outside of the classroom)
- Fine Motor and Gross Motor skills
- Reading including dyslexia
- Spelling, including phonics and dyslexia
- Maths

Procedures for identification, assessment, provision and monitoring of pupils requiring additional support

Class teachers are responsible for the learning and progress of all the children in their class. Any concern about a child's learning or development should be discussed between parent/carers and the class teacher in the first instance.

The teacher should record all conversations about the child. If the teacher judges that the concern will require a class based intervention, he/she will arrange to meet the parent/carer and child, either separately or together, to discuss possible provision, establish targets and set a review date. The SENDCO will be informed. A copy of the Personal Learning Plan (PLP) will be given to the parent/carer and a copy retained in the teacher's Additional Support File.

If a concern is raised which is more urgent, and which the class teacher judges to be beyond the scope of class based intervention, the SENDCo will be informed immediately and will decide whether SENDCo involvement is necessary at this stage, using the Assess, Plan, Do, Review format.

The child's progress will be monitored and reviewed against the targets set on the specified review date with the parent/carer and child. The plan may be amended or ceased as appropriate.

If the child has not made the expected progress, the teacher will consult with the SENDCo to develop a new Personal Learning Plan.

SEND support

If the child is not making progress despite receiving differentiated learning opportunities or strategies, the SENDCo should be informed and may decide a formal assessment of the child's needs is necessary. This may also occur if initial concerns are deemed to require an immediate assessment. The SENDCo will meet with all concerned to discuss the assessment process and then agree a further meeting to discuss the assessment outcomes. If it is agreed that no SEND has been identified and no SEND support required at that stage, class action will continue under the SENDCo's direction.

If a SEND has been identified, a Personal Learning Plan, incorporating class based and additional support will be developed with the parent/carer, child and class teacher. In consultation with parents/carers, the SENDCo may deem it appropriate to seek the support of external agencies.

Statutory Assessment

If concerns about the child's progress within the school's capacity for support continue over time, the school and parent/carer may consider the criteria for an Educational Health Care plan. If these criteria are met, and the parents/carers are in agreement, the school will request a Statutory Assessment. This may lead to the Local Authority producing an Education, Health and Care Plan (EHC plan).

Evaluation

All interventions, whether class based or otherwise, will have been agreed by children, parents/carers and school staff with outcomes and targets specified. The impact of these interventions is evaluated against these targets and discussed as part of review procedures. For children receiving SEND support these reviews will be planned termly.

Complaints

If parents wish to register a complaint regarding provision for their child, they should express their concerns to the class teacher, SENDCo or Head Teacher. Their concerns will be fully investigated. Procedures for formal complaints are outlined in the school's Complaints Procedure Policy.