

## **SEND Policy**

Ballifield Primary School is an inclusive school and we aim to ensure that all pupils are included in all aspects of school life. We encourage all children to make the best possible progress in school. The school provides a high standard of teaching and learning and we aim to ensure that all children access a rich and diverse curriculum, in order to develop independent learning and the skills they will need for life, both within school and in the local and wider environment. To ensure that teaching and learning is at the appropriate level for the children's individual needs, work is differentiated wherever necessary.

We aim to provide a safe, happy and supportive environment where children thrive in all aspects of their learning. We know that the most effective learning takes place when children are confident and enjoy their learning. We appreciate the importance of high self-esteem in the learning process. The most effective learning environment is where children believe in themselves and their own capabilities and Ballifield endeavours to reinforce these qualities in all our children.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

### **The SEND team at Ballifield Primary School**

Inquiries about an individual child's progress should be addressed at first to the class teacher since they are the person who knows the child best. Other enquiries should be made to **Mrs Clare Roddis** who is the school's SENCO. Mrs Roddis is also the assistant headteacher and member of the senior leadership team in school, she holds the national award for SEN which is statutory for all SENCO's.

### **SEND definition**

The 2014 Code of Practice says that:

*A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means that he or she has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

Taken from 2014 SEN Code of Practice: 0 to 25 years, Introduction xiii and xiv

The school provides support for a range of special needs which are put into four new broad categories. These are;

- Cognition and Learning
- Communication and Interaction
- Emotional, Behavioural and Social
- Sensory and Physical.

The level of support a child receives is based on their own individual needs, where some children only require minimal interventions and support; others need more additional support to raise the level of their learning. A few children, generally those

who have existing Statements of Special Educational Needs or Education Health and Care Plans (EHC Plans) require high levels of support.

### **Identifying Special Educational Needs**

At Ballifield the class teachers track individual children's progress in the core subjects very closely through assessments and observations. This data is then presented in half termly pupil progress meetings with the class teacher, head teacher and SENCO, in these meetings children who are not making expected progress are highlighted and interventions or additional support are allocated depending on need. In addition if a more specific difficulty is suspected we have several members of staff who are able to screen children for these, such as dyslexia and dyscalculia.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently the concern can be addressed by quality first teaching or some parental support. Otherwise the child may be offered an intervention for a set number of weeks or will be placed on the SEND register; children on the register have a pupil passport with specific targets for their learning which are reviewed on a regular basis. Although the school can identify special educational needs, and make provision to meet those needs we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have specific difficulty such as ASD or ADHD.

The Sheffield SEND section has devised a Sheffield Support Grid that allows the SENDCo to look at the needs and provision of each child on the special needs register. As part of the grid the SENDCo is able to give each child a band from 1-5 depending on the types of additional support they access. Any child who is identified as being at band 3 or above will now have a My Plan, which is essentially a pre EHCP and is the tool used to further monitor a child's progress and apply for an EHCP, if that is deemed appropriate. The My Plan is first established during a meeting with SENDCo, class teacher, parents and any other professionals involved with the child. During the initial meeting all parties involved are able to say what works well for the child, what support the child would benefit from and short and long term outcomes are set for the child. During this meeting the child's views are also included, either through their attendance or by completing a questionnaire with a trusted adult. Once the My Plan is set a review meeting will occur every term to look at progress towards outcomes and the opportunity to set new targets, if appropriate. At the review meeting there will also be a discussion as to whether the My Plan should be put forward for an EHCP.

### **Working with parents and carers**

We have an open door policy throughout school for any daily information that needs to be shared between school and home. If there is anything of a more serious or private nature to be discussed a meeting can be arranged with Class teacher, Parent and SENCO.

A home school diary is used across the school from Foundation stage to year 6. We have parents evenings once a term where the parents have an allocated individual slot with their child's class teacher. During these meetings parents are given information about the level children should be working at for their age and also about the expected rate of progress for maths, reading and writing. Outside agencies involved with some children provide reports and information about

attainment and expected progress, such as speech and language and Learning Support Service.

Termly reviews are held with parents of all children on the SEN register and specific reviews are held when necessary with parents, class teacher and SENCO. For children with a statement or EHCP there will also be an annual review. During the reviews previous targets are evaluated and discussed and new targets are set. For parents with English as an additional language or for those with hearing impairments interpreters have been used to allow the reviews and parents evenings to go ahead as normal.

### **Teaching and Learning**

High quality classroom teaching and adjusted plans and resources for individual pupils is the first step in responding to children who may have special needs. For example, a child will be given the opportunity to record information in different ways such as using a computer or recording device. This type of teaching is known as differentiation and will enable the children to access a broad, balanced and relevant curriculum.

In addition to this class teachers are responsible for planning and writing Individual Pupil Passports for the SEND children in their class, these plans detail the children's difficulties and allows the teacher to set them achievable targets which will help them make progress in their learning. The passports are overseen by the SENCO and they will be reviewed with parents/carers on a regular basis to ensure the plans are used and targets are met.

If some children are finding the routines in school hard to cope with we will adapt as much as possible to enable the child to feel happy and secure in school, for example we have allowed children to go to dinners early to avoid the rush and noise that may occur later in the dinner hour. We have a Nurture group that runs 5 mornings and 4 afternoons a week which supports children with emotional and social difficulties. We also have staff in school that are trained in social interventions such as circle of friends and social stories.

Each child is assessed individually according to the SEN Code of Practice and Local Authority guidance and a personalised support plan will be developed by the class teacher and overseen by the SENCO. All class teachers meet with the Head teacher and SENCO at half termly intervals during the school year to discuss pupils' progress. We also look closely at the provisions that have been in place and their effectiveness and impact on the child's learning. All interventions are closely monitored by the SENCO and the effectiveness of the interventions is reported back to the head teacher and governors. Additional assessments from outside services, such as an educational psychologist, Learning Support Service, and speech and language therapist, will also help us decide what type of support and resources are needed.

### **Access to extra-curricular activities**

When planning non-classroom based activities staff are always aware of the needs of all the children and choose the venue for the trip with all children in mind. Thorough risk assessments are carried out before any out of class activity. All staff use the evolve system to plan and approve trips which includes detailing all activities and full risk assessment for each part of it. Ratios of adults to children are always

adhered to with additional adults involved if children with specific needs are included in the activity. Parents and carers are always consulted several weeks before an activity is due to take place and are invited to speak to staff if they are concerned about any element of the activity/trip.

All our children have equal access to before school, lunchtime or after school activities which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptations to meet the physical and learning needs of our children.

### **Staff Expertise**

All of our teachers are teachers of SEND and therefore all are trained to work with children with SEND. We have a rolling programme of training and support for staff, based on the needs of the pupils within school. Staff are sent on more individualised training if they are supporting a pupil with a more specific need.

Staff in school have received various training in order to support learners with SEND, this has included training to deliver interventions, specific training on difficulties such as dyslexia, autism and speech and language impairments, Nurture training and health issues such as epi pens.

We access specialist expertise from outside agencies such as the Autism Team, Speech and Language, Educational Psychologists, Learning Support Service, MAST and the school nurse. Some staff are trained in the administration of medicines and due to the difficulties of some of our children some staff members have been trained in specific medical issues and personal care such as lifting and handling.

### **Transition arrangements**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. The school has a robust transition programme in place for children both entering and leaving the school. This includes meetings and contact with both receiving secondary schools and outside feeder nurseries.

Transition meetings are held separately between SENCOs from our school and any secondary schools or private nurseries, with additional visits arranged for any vulnerable students.

When moving classes or key stages children with SEND are given extra visits to new classrooms and transition books are set up with photographs of key staff and the classroom for the children to take home so that over the holidays parents are able to discuss new teachers and rooms with the children.

### **Governors**

It is the statutory duty of the governors to ensure that school follows its responsibilities to meet the needs of the children with SEND following the requirements of the Code of Practice.

The governor with particular responsibility for SEND is **Mr Simon Rodgers**. He meets with the SENCO at least termly to discuss actions taken by the school. The SENCO also provides detailed reports to the governors each term giving information

on the effectiveness of interventions and any actions taken by the school on behalf of children with SEND.

### **Sheffield Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 years, across education, health and social care. Sheffield's local offer is available from the website: [www.sheffield.gov.uk/education/information-for-parentscarers/care-support/specialneeds.html](http://www.sheffield.gov.uk/education/information-for-parentscarers/care-support/specialneeds.html)