

Ashton Gate Primary School



Special Educational Needs and Disability Policy

SUPPORT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

AIM:

To describe how Ashton Gate Primary School will do its best to ensure that the necessary provision and inclusion is made available for any pupils on roll who have special educational needs or disabilities, and ensure those needs are made known to all who are likely to work with them.

OBJECTIVES:

- To provide an environment where barriers to learning are reduced to a minimum, encouraging children to feel respected, included, confident and able to succeed.
- To ensure all children have access to a broad, stimulating and balanced curriculum and are able to reach their full potential.
- To develop our links with the wider community through co-operation, involvement and consultation thereby fostering our ethos of inclusion.
- To recognise that partnership with parents/carers plays a key role in enabling children and young people to achieve their potential.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

This definition is in line with the 2015 SEND Code of Practice:

Children have special educational needs or disability if they have a learning difficulty or disability that calls for special educational provision to be made for them.

Children have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability, including sensory impairment, that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

“Special Educational Needs and Disabilities” can include children of all academic abilities and children with emotional and physical needs which may affect their educational entitlement.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

RESPONSIBILITIES FOR COORDINATING SEND PROVISION:

Policy Determination	Governors, Executive Headteacher, SENDCO
Establishment of appropriate staffing	Governors, Executive Headteacher

Monitoring work on SEN	Governors, Executive Headteacher, SENDCO
Day to day management	Executive Headteacher, (keeping Governors informed)
Day to day operation	SENDCO on each site

NAME OF SCHOOL'S SPECIAL EDUCATIONAL NEEDS AND DISABILITY CO-ORDINATOR:

(Also referred to as SENDCO)
 Rebecca Hancox – Upton Site
 Sophie Sowden – Ashton site

NOMINATED SCHOOL GOVERNOR:

Ruth Fergusson

ADMISSION ARRANGEMENTS

Ashton Gate Primary School recognises that each child will have unique needs and welcomes all children irrespective of need- physical, intellectual, social and emotional. We will endeavour to provide a quality educational experience which is effective in meeting their specific needs. This would be agreed in consultation with parents/carers and outside agencies. These may require physical adaptations to the school, specialised teaching skills and equipment. Staff development, external support and specific resourcing may also be required to ensure that each child receives the educational experience to which they are entitled.

IDENTIFICATION OF INDIVIDUAL NEEDS

There are a number of ways in which a child's needs may be identified:

- Early Years Inclusion Support Service or other agencies may inform the school about a forthcoming admission of a child with SEND.
- During a child's school career parent/carers or a class teacher may raise a concern.
- The child's class teacher may assess their needs and, in consultation with parent carers and SENDCO, identify the level of support they are likely to require.
- More formal assessments may be completed by any of the following: SENDCO, or other outside professionals e.g. Educational Psychologist, Speech and Language Therapist, Physiotherapist, Occupational Therapist.

The school's graduated response will be followed and information gathered will be shared with parents/carers.

LEVELS OF SUPPORT

Teaching SEND pupils is a whole-school responsibility. All teachers are involved in a continuous cycle of assessing, planning, teaching and reviewing taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need a differentiated curriculum or increased levels of provision and support.

TARGETTED INTERVENTION

Through the use of teacher assessment and progress and attainment data, children that could benefit from a specific targeted intervention programme, are identified. The interventions are aimed at children who are progressing at a slower rate than their peers, despite quality first teaching and differentiation of class work. These programmes could be on a 1:1 basis with a Teaching Assistant or as part of a group. The support is monitored with a pre-assessment level and at regular intervals thereafter or after the intervention is completed as appropriate. Parents are informed by the class teacher about the interventions.

CONCERNS

If a teacher has a concern about progress made by a child, they will be monitored. The concern could be based on

- Teacher observation/assessment
- Pupil progress in relation to objectives in the National Curriculum.
- Standardised screening or assessment tools

A CONCERN FORM will be completed by the class teacher highlighting strategies to be implemented. If the child makes progress as a result of these they will be taken off 'concern' and progress monitored as part of whole school assessment procedures.

If sufficient progress is not being made the child will then be identified as needing more support and will be placed on the SEND Register at SEN Support.

CODE OF PRACTICE (2015) STAGES OF INTERVENTION

For children who are identified as needing longer term support we follow the Code of Practice (2015) which advocates a graduated response to meeting pupils' needs.

When children are identified as having SEND, the school will intervene through targeted intervention of SEN Support; the involvement of external agencies, or for higher needs pupils who have met the Local Authority criteria for statutory assessment we will endeavour to provide the provision outlined in an Education Health and Care Plan (EHCP).

SEN SUPPORT:

SEN Support is when the teacher or SENDCO identifies a child with SEND that require interventions which are additional to or different from those provided as part of the school's usual differentiated curriculum and quality first teaching. Parents/carers would be consulted and informed of the school's concern and proposed support.

Initially, the child's class teacher would be primarily responsible for planning and delivering the appropriate support. In some cases, small group work with a Teaching Assistant may be provided.

The child may have an Individual Education Plan (IEP) or Pupil Support Plan when the provision required to meet their need is over and above quality first teaching. The IEP will set some targets to be achieved and describe strategies and arrangements made in school to help achieve the targets. Parent/carers will be invited to contribute to reviewing this plan during Terms 1, 3 and 5.

In term 6 parents/carers receive an annual report which gives comprehensive information about progress. The IEP targets set in the summer term form part of the transfer of information about the child to her/his next class.

EXTERNAL AGENCIES:

If a pupils' needs are regarded as exceptional and requiring specialist expertise, the school may seek advice and involvement of external services for pupils with SEND. These may include, for example, Speech and Language Therapy, Educational Psychology, Bristol Autism Team (BAT), Sensory Support Services (hearing impairment and vision impairment), Child and Adolescent Mental Health Services, Occupational Therapy, or Physiotherapy. School will follow the recommendations made by external professionals. If the pupil has an Individual Education Plan (IEP) this will be reviewed 3 times a year and will contain the advice from other professionals.

A positive partnership is promoted between parents/carers, school, and the outside professionals.

The child is given the opportunity to participate in constructing his/her own programme of support e.g. voice their likes/dislikes or their own views of what helps them with their learning.

EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT (EHC NEEDS ASSESSMENT)

School or parents/carers may request an EHC Needs assessment from the Local Authority when, despite an individual programme (IEP) being provided for a pupil for a period of time, the child's progress remains a significant cause for concern, and the pupil is needing adjustment over and above those set out in an IEP to access the curriculum; or it is deemed that the child's needs would be better met in specialist provision.

The school will work with the parents/carers and external professionals as appropriate in order to gather the information which needs to be considered by the authority **EHC Needs** assessment. This will include the advice of an Educational Psychologist.

An **Education, Health and Care Plan [EHCP]** may be provided by Bristol City Council where, after an **EHC Needs** assessment, the LA considers the child requires provision specified in an EHCP.

The EHCP is a legally binding document which includes details of strengths, needs, learning objectives and provision for the child. It must be reviewed annually – parents/carers and all professionals involved with the pupil will be invited to attend the annual review meeting coordinated by the SENDCO.

PROVISION AND INCLUSION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY

We recognise that it is the child's entitlement to have access to the whole curriculum. The curriculum for a child with SEND is differentiated not different. Planning for the appropriate provision will take into consideration:

- The balance between in-class/ withdrawal support.
- The inclusion in whole class and whole school activities were possible.
- The IEP targets and strategies.
- How success is to be measured.
- The use of Teaching Assistant support
- Quality first teaching as set out in the Bristol Local Authority's Ordinarily Available Provision document

Learning support is provided with the specific aim of equipping the child to take his/her place alongside his/her peers, to experience the full curriculum adapted according to need.

The programme of support reflects the partnership between the child, teacher, parents/carers, teaching assistant and other relevant agencies.

Support strategies may include:

- Targeted grouping for Maths and English.
- Individual and group teaching/support session with a TA or class teacher.
- Pair working, peer tutoring and buddying.
- Specially prepared differentiated learning materials.
- Visual signs and symbols.
- Disability and sensory (vision and hearing) access.
- Use of appropriate ICT equipment.
- Specialist equipment e.g. writing slope or specialised seating.
- Emotional and mental health support and social skills programmes.

Working in Partnership

Ashton Gate Primary School is committed to working in partnership with parents/carers, children, and other members of the school community as well as outside agencies to provide for the needs of every child.

The school recognises that parents/carers have knowledge and experience that will contribute to the shared view of a child's needs. All parents/carers of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs and disabilities have knowledge of their own needs and what may help them with their learning. They will be encouraged to participate in and contribute to the assessment of their needs, the review and transition processes. This might be in the form of a "pupil voice" to include likes, dislikes, what helps them learn and friendships.

The school will facilitate all staff to develop their knowledge about children with special educational needs and disabilities and support them through a range of continuing professional development opportunities.

Links with other schools, including special schools are promoted. It is recognised that transition phases can be particularly difficult and therefore every effort will be made to ensure these are made as smooth as possible.

Ashton Gate Primary School works in partnership with professionals from Health, Social or Educational Services in assisting and planning future support. Voluntary Organisations may be consulted as appropriate.

Bristol local authority publishes a SEND Local Offer, which sets out a range of additional services and provision for education, health, social care needs across the public, voluntary and independent sectors. This details information about what is available to support families both with and without an EHC Plan. The SENDCO will help parents of pupils with SEND to identify appropriate support or advice which may be available through Bristol's SEND Local Offer. They may also signpost parents to the Parent Partnership Service who may offer specific advice, guidance and support, where required.

ALLOCATION OF SEND RESOURCES:

SCHOOL BUDGET:

The school has an annual budget allocation for SEND based upon the Local Authority's financial formula. The SEND budget will be used to support the majority of children who face moderate barriers to their Learning.

Ashton Gate Primary School uses this money to fund the following:

- Permanent TA deployed across the school to support children at SEN Support stage of intervention.
- Extra TA support given to supplement allocation of funding from the LA for some children with exceptional needs according to available budget.
- Lunchtime support for vulnerable children.
- Additional in class support for maths and English.
- Permanent 0.6 SENDCO Upton site; 0.5 Ashton site

If a child has a high level of need and is not making progress with the support provided by this budget, then "Top-Up" funding can be applied for (see below).

LOCAL AUTHORITY TOP-UP FUNDING:

The LA holds a small budget (HLN- Higher Level Need) for the children with the most severe needs. Bids for these children can be submitted by school to an LA panel to be moderated. If it is felt that they do not meet the criteria for a top-up budget allocation, they are referred back to the budget within school to support their learning. The HLN money would fund significant levels of targeted support for named children.

EVALUATION OF SEND POLICY

The school's Governing Body has a duty to annually evaluate the provision the school makes for pupils with SEND. This will be achieved by collating information in the SENDCO annual report, the school provision map and seeking the views of the school community.

COMPLAINTS PROCEDURE

Parents/carers are encouraged to contact the teacher in the first instance and arrange a convenient time to discuss any concerns. Concerns will be passed onto the SENDCO and/ or head of school where necessary. As far as possible these concerns will be addressed by staff within school. When concerns cannot be resolved within this existing framework, the parents/carers may appeal (via the LA complaints procedure) to the governors of the school.

POLICY REVIEW

This policy was adopted by the Governing Body in January 2024.
This policy is reviewed annually by the school SENDCO and the SEND Governor
Next review due January 2025