



## **Boston West Academy** **Special Educational Needs and Disabilities (SEND)**

### 1. Objectives

- 1.1 The objectives of our SEND Policy is to improve the learning and raise the achievement of pupils with special educational needs and disabilities in accordance with the Code of Practice January 2015.

All pupils at Key Stage 1 and 2 in our school study the National Curriculum. The Foundation Stage (reception children) study the Early Learning Goals. Our school seeks to develop an inclusive curriculum and thereby reduce the need for aspects of the National Curriculum to be waived for a pupil.

We regard every pupil as having individual needs. Each pupil will have an equal opportunity to work to his/her full potential so that he/she will learn to appreciate and value his/her own strengths. We aim to ensure that each pupil feels equally valued within the school community.

- 1.2 Pupils may experience learning difficulties at some point during their education. These difficulties may be short or long term and may include one or more of the following areas:

1. Communication and interaction
2. Cognition and learning
3. Social, Emotional, Mental Health
4. Sensory and / or physical

Our SEND Policy aims to meet those difficulties by:

- Identifying pupils with special educational needs and disabilities
- Enabling all staff to meet identified pupil needs and keep up with developments in the area of special educational needs and disabilities
- Making the curriculum accessible to all pupils through recognising the need for differentiation and employing a variety of teaching styles
- By working closely with parents and outside agencies

We believe there are considerable benefits for all pupils in catering for special educational needs and disabilities in the mainstream class. Where in-class support is provided, teachers are better able to focus on the differing levels of ability within the group.

Some pupils with special educational needs or disabilities, however, may at times require more specialised teaching which can be better provided within a small group or 1 to 1 situation away from the main classroom.

## 2. The School's Provision for Special Educational Needs and Disabilities

2.1 Our school's Special Educational Needs and Disabilities Co-ordinator (SENCo) is Mrs Ceri Braybrook and Mrs Margaret Sperring is the Special Needs Teaching Assistant (SEN TA).

2.2 Our school's Special Education Needs and Disabilities Co-ordinator (SENCo) will, alongside the SEN TA:

- Prepare and review (for the governing body) the Special Educational Needs and Disabilities Policy
- Oversee day-to-day operation of Special Educational Needs and Disabilities Policy and special needs resources
- Identify and assess pupils' needs (including monitoring and evaluating);
- Formulate and maintain special needs and disabilities register
- Ensure files are kept up to date
- Co-ordinate provision for pupils with special needs or disabilities
- Receive and collate reports from staff on pupils with special educational needs or disabilities
- Support colleagues in the development / review of pupil outcomes.
- Contribute to the organisation of in-service training of staff
- Monitor and evaluate the Assess / Plan / Do / Review process completed by class teachers for all SEND pupils termly
- Monitor and evaluate the Assess / Plan / Do / Review process completed by class teachers for all SEND pupils with an EHC Plan termly and hold an Annual Review
- Organise and attend review meetings
- Ensure EHC Plans are carried out correctly
- Liaise with outside agencies and other schools
- Support colleagues, set up and monitor in class support and intervention programmes in conjunction with the Headteacher
- Advise on all aspects of teaching and learning styles and resourcing
- Act as consultant to LMT
- Be aware of P Scales and ensure teachers are using PIVATs as a tool for assessment and target setting.

Class Teachers will:

- Identify pupils requiring support in their class and consult SENCo for advice and support
- Plan appropriate activities for all pupils
- Monitor individual progress
- Raise initial concerns with SENCo
- Set outcomes for SEND children, reviewing progress each term
- Complete the Assess / Plan / Do / Review process, including all paperwork, for each SEND pupil
- Ensure EHC Plans for relevant children are carried out
- Administer screening tests when appropriate
- Meet with parents and other agencies when appropriate
- Liaise with Teaching Assistants in regards to any intervention groups or individual outcomes.

Teaching Assistants will support the teacher, pupil and school by:

- Facilitating the individual child's access to and progress in the curriculum
- Encouraging and promoting pupil independence
- Supporting the Assess / Plan / Do / Review process
- Liaising with teachers, giving feedback and suggesting developments
- Record keeping
- Working with individuals and small groups
- Running predetermined intervention programmes
- Helping to prepare materials
- Helping to adapt resources
- Organising resources
- Displaying children's work
- Helping with physical skills
- Dealing with minor crises;

The Governing Body will:

- Ensure that the policy is implemented effectively. This will be done through receipt and scrutiny of an annual report produced by the SENCo at a high level and through regular SEND reports to Governors. The annual report will be outcomes based and will report against each success criteria set out at 6.1.
- Ensure that the existence of the schools Special Educational Needs and Disabilities Policy is stated in the schools prospectus and school handbook and that it is accessible to all
- Ensure that the school's Local Offer, including a link to the Local Authority's Local Offer, is available on the school's website.

The Headteacher will have overall responsibility for all special educational needs or disabilities matters. All staff share responsibility for all pupils in their classes, including those with significantly greater learning difficulty than the majority of their peers and more able pupils.

There will be an identified Governor with responsibility for Educational Needs.

2.3 Our school aims to include all pupils, including those with special education needs or disabilities in the daily English lesson. Pupils with special educational needs or disabilities will benefit from:

- A multi-sensory approach to the teaching of English
- A structured framework
- A variety of teaching methods including whole class and group sessions
- Appropriate differentiated activities and resources
- Regular and systematic assessment of their progress.

Our school aims to fully include all pupils, including those with special educational needs or disabilities in a daily maths lesson. Pupils with special educational needs or disabilities will benefit from the emphasis on oral and mental work in our daily mathematics lesson, the use of mathematical equipment, watching and listening to other children demonstrating and explaining their methods, as well as a multi-sensory approach to learning.

Class teachers will provide the support required for both the more and less able pupils largely by the provision of appropriate material and/or activity (differentiation). Each term pupils' progress will be assessed and reviewed to ensure that key learning objectives are secure. Our school will take early action to help pupils who require consolidation. Pupils may receive additional support from a Teaching Assistant, or they may follow an individualised programme within the main part of the lesson.

A pupil with special educational needs or disabilities who is experiencing difficulties in their learning will be a part of a Assess / Plan / Do / Review process. The plan will include outcomes related to specific needs.

Teaching Assistants provide some in-class support and 1:1 / small group tuition in consultation with class teachers and the SENCo. Priority is given to those pupils with an EHC Plan. Class teachers try to ensure that they work with Support Teachers, Specialist Teachers and Teaching Assistants as per guidelines.

Where pupils receive in-class support, Support Teachers, Specialist Teachers and Teaching Assistants try to help the pupil to participate fully within the lesson. In this way pupils do not feel isolated. All support staff aim to work towards reducing the level of support given to pupils by moving them towards increasing independence.

Arrangements can be made for pupils on the SEND Register to receive additional help with SATs which may include additional time, a reader, help with writing, etc. Special arrangements for school visits and social activities may include additional adult support and / or the provision of appropriate specialist resources / equipment.

The SENCo and SEN TA are available on a specified afternoon to liaise with parents, outside agencies and to conduct reviews.

- 2.4 Admission arrangements include, where necessary, a full discussion with parents and other agencies, according to the need of the pupil.

Pupils with special educational needs or disabilities, without an EHC Plan, will have their needs identified as they enter our school and appropriate agencies contacted for guidance / support.

Our school makes provision for pupils with an EHC Plan.

- 2.5 Our school recognises the value of ICT in enhancing the learning of pupils with special educational needs or disabilities. Information Technology provides motivation, positive reinforcement, a sense of achievement and can encourage or enable pupils to:-

- Express themselves more effectively by providing tools that help them to overcome their difficulties;
- Explore and investigate by stimulating interest and enhancing problem solving abilities;
- Consolidate skills in an enjoyable and rewarding way.

Our staff recognise the above benefits and seek opportunities to make use of Information Technology in their lessons and in the provision for SEND pupils.

### 3. Identification and Assessment

3.1 On entry, pupils' needs are identified through discussion with parents, and previous school / Nursery records and medical records. Elsewhere in the school, needs are identified through termly assessments, Pupil Progress Meetings, concerns raised by class teacher or parents and in discussion with the SENCo.

3.2 We use the following methods / tests to help us assess and monitor the special educational needs and disabilities of our pupils.

- Teacher observation using formal strategies;
- Teacher assessments of progress within the National Curriculum;
- Pupils' assessments of their own progress;
- Appropriately chosen diagnostics standard assessments (Dyslexia Action);
- Parental evidence;
- Statutory end of Key Stage assessments;
- specialist assessments (for example: Dyslexia Action);

3.3 The SENCo will discuss individual pupils' needs with parents and staff at each stage and consult outside agencies and inform the County Council at the appropriate stage.

3.4 In our school we try to ensure that all pupils have access to the full curriculum by adjusting;

- Teaching style;
- Presentation of task;
- The difficulty / structure of tasks given;
- The amount of initial teacher input;
- The amount of adult support;
- The ways which our pupils can respond and give evidence for their learning e.g. use of tape recorder;
- The groupings within the classroom.

3.5 Pupils are encouraged to discuss the difficulties they are experiencing and are actively involved in the setting and reviewing of their individual outcomes. We hold weekly achievement assemblies, operate a reward system (stickers) and a whole school house-point scheme, whereby the winning team each week is presented with the achievement cup.

All staff are conversant with and implement the Behaviour policy and recognise the importance of praise and reward.

#### 4. Staff Development

4.1 Our staff attend relevant training to update skills and knowledge in special educational needs and disabilities, when appropriate. Training needs are identified through Performance Management and whole school development plan.

Staff training also happens informally through the day-to-day contacts between staff and formally in the following ways:

- Curriculum development work with a named member of staff;
- Induction of new staff and NQTs;

- Training of TAs;
- Staff meetings and INSET;
- SEND review meetings.

There is a whole school Performance Management system, which enables staff to identify personal and professional targets. To enable our SEND Governor to increase her / his knowledge of special needs and disabilities, she/he is invited to take part in SEND INSET, attend relevant courses and is updated regularly by meeting with the SENCo.

## 5. Partnerships

- 5.1 To enable continuity of learning, we liaise with our feeder nurseries / playgroups and all of our secondary schools. Visits and exchange of documents / information are arranged to facilitate an easy transfer for staff and children.
- 5.2 Our school utilises the support and facilities of various outside agencies, including: the Educational Psychologist (EP), Dyslexia Network (DN), Sensory Impaired Service, Speech and Language Therapy Service (SALT), Physiotherapist, School Nurses, CAMHS, Social Services and the Educational Welfare Services (EWO), Working Together Team. Our contact with the above services depends on the school's current needs.
- 5.3 Our school believes in partnership between teachers and parents. We involve parents at every stage, making information available – the SENCo and / or classteacher will discuss the various procedures. Our Assess / Plan / Do / Review process involves parents. We hold Parent Evenings and invite parents to work alongside us. Parents are welcome to discuss their child's progress at any time with their child's class teacher / SENCo in addition to the termly review.

Parents of children undergoing the EHC Plan process and assessments can receive further advice and support from the County Council's Keyworker and Parent Liaise.

We value parents' comments on:

- How we can help parents feel more confident in their contact with us, whether through informal meetings and parental interviews or informal contact with the staff.
  - Ways in which we can improve our recording / acting on parental concerns.
  - Our procedures for involving parents when a concern is first expressed
  - Our arrangements for incorporating parents' views in assessment and reviews.
- 5.4 If a parent has a concern that has apparently not been noted in school they should, in the first instance, contact the SENCo. If the concern is not resolved to the satisfaction of the parent or the SENCo, it will be directed to the Headteacher. If a concern is not resolved, it may be necessary (and parents have the right to ask), for examination of the complaint by the Governing Body.

## 6. Review

- 6.1 In order to be successful, evidence that the following have been achieved will need to be included within reports:
- Pupils are quickly identified, assessed accurately and needs addressed

- A complete and accurate list is kept of pupils receiving help
- Well-defined and realistic outcomes are set
- Staff are confident in dealing with pupils with special educational needs or disabilities in their lessons
- There is evidence of integration and pupils have access to the whole curriculum
- There is evidence of considering the individual needs of each pupil within the classroom
- There is evidence of improvement of basic skills
- Pupils achieve to the best of their ability
- Support staff are deployed effectively and efficiently
- The outside agencies are contacted as soon as it is deemed necessary
- The atmosphere is one in which individual differences are recognised and valued
- Parents are involved early in helping their child overcome difficulties
- The SENCo has time to do the job efficiently.