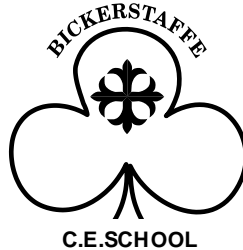


Bickerstaffe CE School
SEN policy and information report



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At Bickerstaffe C.E School our motto is Love life, Love Learning and Love Each Other.

Our Curriculum intent aims to educate today's children for tomorrow's world. Our Curriculum is inspired by our Christian Vision and mission statement which endeavours to equip everyone to live life in all its fullness.

Our progressive and ever-evolving curriculum responds to the needs and interests of our children, focusing on inspiring and providing opportunities for mastery of knowledge in our local, national and global arenas, to take them beyond the classroom; creating future writers, mathematicians, artists, musicians, historians, scientists, engineers or whatever their hearts desire.

We pride ourselves on knowing that each one of our children are different, unique and special in their own right and that they leave our school with amazing memories that will last a life time!

We do this through:

- *Valuing pupils individuality and worth in a Christian atmosphere;*
- *Providing opportunities and access to the National Curriculum programmes of study for all children;*
- *Ensuring a breadth and balance to the curriculum followed by all children;*
- *Ensuring continuity and progression in teaching and pupil achievement;*
- *Providing a curriculum which is relevant and adaptable to the needs of children;*
- *Ensuring appropriate support to aid learning;*
- *Working in partnership with parents to improve educational achievement.*
- *Ensuring each child reaches their potential within a wide range of activities.*

More explicitly this policy will:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 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 coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN 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 the others of the same age, 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Kirstin Carlin

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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, especially the local authority and its support services
- Liaise with potential next providers of education 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 SEN up to date

4.2 The SEN governor

The SEN governor will:

- *Help to raise awareness of SEN 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 SENCO to determine the strategic development of the SEN policy and provision in the school*

4.3 The headteacher

The headteacher will:

- *Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school*
- *Have overall responsibility for the provision and progress of learners with SEN and/or a disability*

4.4 Class teachers

Each class teacher is responsible for:

- *The progress and development of every pupil in their class*
- *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 SENCO to review each pupil's progress and development and decide on any changes to provision*
- *Ensuring they follow this SEN policy*

5. SEN information report

5.1 The kinds of SEN that are provided for

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

- *Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, 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*
- *Moderate/severe/profound and multiple learning difficulties*

5.2 Identifying pupils with SEN and assessing their needs

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, half termly 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*

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

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

When deciding whether special educational provision is required, 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, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents 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' concerns*
- *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 and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

The class or subject teacher will work with the SENCO 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 or behaviour*
- *Other teachers' assessments, where relevant*
- *The individual's development in comparison to their peers and national data*
- *The views and experience of parents*
- *The pupil's own views*
- *Advice from external support services, if relevant*

The assessment will be reviewed regularly.

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.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

All pupils will have transition sessions at their new school, however for those children with additional needs we will ensure additional transition sessions in partnership with their new setting. We will also hold review meetings in the summer term where representatives from their new setting will be invited.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- *Speech and Language intervention (Progression tools for primary.)*
- *1;1 Tutoring for phonics*
- *Fast Track Phonics*
- *Maths interventions (Headstart)*
- *Fine and gross motor intervention (finger gym, dough disco.)*
- *Lego therapy*
- *Pre-teaching of maths and English vocabulary*
- *Daily targeted intervention (For children struggling with concepts in class)*
- *Fast Forward Grammar*
- *Precision Teaching*
- *KS2 SATs Prep*
- *ELSA*

5.7 Adaptations to the curriculum and learning environment

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

- *Differentiating 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, such as laptops, coloured overlays, visual timetables, larger font, etc.*
- *Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.*

5.8 Additional support for learning

We have 3 teaching assistants who are trained to deliver interventions such as fast track phonics, speech and language, ELSA and Lego therapy.

Teaching assistants will support pupils on a 1:1 basis when children require additional support in the classroom, require additional support outside of the classroom. This may include sensory breaks or lunch time support. Children will also be supported when they have an EHCP.

Teaching assistants will support pupils in small groups when they require additional support in the classroom or during group interventions.

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

- *WISH*
- *Elm tree*
- *Psychology street*
- *Strive SEND*
- *Lancashire SEND Team*
- *Speech and language*
- *Occupational Health*
- *Physiotherapy*

5.9 Expertise and training of staff

Our SENCO has 6 years' experience in this role and has worked as class teacher, senior teacher and Headteacher

They are allocated 2.5 hours a week to manage SEN provision.

We have a team of 10 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Team Teach, Sensory Processing, and Girls with Autism.

We use specialist staff for SHINE, WISH and further communication support.

5.10 Securing equipment and facilities

School with work in partnership with parents, pupils and external agencies to secure equipment and facilities.

5.11 Evaluating the effectiveness of SEN provision

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

- *Reviewing pupils' individual progress towards their goals each half term*
- *Reviewing the impact of interventions after 6 weeks*
- *Using pupil questionnaires*
- *Monitoring by the SENCO*
- *Using provision maps to measure progress*
- *Holding annual reviews for pupils with EHC plans*

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

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 go on our residential trip(s) to Min-y-Don.

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

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

During the admissions process school will work closely with previous settings to ensure we are aware of the needs of disabled pupils. We will also conduct risk assessments to ensure we have ensured a safe environment.

We are an inclusive school and will ensure representation of all pupils in our school. Through Collective Worship, our PSHE curriculum, our pupils are educated to respect and value differences. We will also ensure that pupils who are disabled are represented on school councils.

Our Local offer is available on our website under SEN.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council*
- Pupils with SEN are also encouraged to be part of SHINE club and our ELSA group to promote teamwork/building friendships*

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

School will follow a cycle of assess, plan, do and review. We will ensure that when school will contact and work with relevant bodies in this cycle. School will make referrals were appropriate, engage local service from county were available and work with other hubs such as WISH. We will also signpost parents to available services, groups and course through Class Dojo.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo in the first instance. They will then be referred to the school'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*

5.16 Contact details of support services for parents of pupils with SEN

Lancashire SEND IASS

<https://lancssendias.org.uk/about-us/>

Knowsley SEND IASS

<https://www.knowsleyinfo.co.uk/content/sendias>

Sefton SEND IASS

<https://www.seftondirectory.com/kb5/sefton/directory/advice.page?id=x8sKvkxyZyo>

St. Helen's SEND IASS

<https://new.sthelens.gov.uk/send/st-helens-iass-information-advice-and-support-service/>

5.17 Contact details for raising concerns

Kirstin Carlin (Headteacher/SENCo)

01695722957

bursar@bickerstaffe.lancs.sch.uk

5.18 The local authority local offer

Our contribution to the local offer is:

<https://primarysite-prod-sorted.s3.amazonaws.com/bickerstaffe-ce-school/UploadedDocument/9dcbe906-2355-4af0-bfae-188cd3625705/local-offer-2022.pdf>

Our local authority's local offer is published here:

<https://www.lancashire.gov.uk/send/>

6. Monitoring arrangements

This policy and information report will be reviewed by Kirstin Carlin **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions