



**BOROUGHBRIDGE**  
Primary School & Nursery  
*Making A Difference*

## **Boroughbridge Primary School and Nursery**

### **Special Educational Needs and Disabilities (SEND) Policy**

<b>Date Adopted</b> October 2023	<b>Date for Review</b> October 2024	<b>Person/s Responsible</b> Headteacher
<b>Approved by:</b>	Callum Ivel Governor	Emma Ryan Headteacher

This Policy is valid from the date as recorded, thereby invalidating any other preceding policy.

Where a 'named' person is no longer in post, this policy remains valid until the next review date.

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***This policy is in line with the Code of Practice 2015, statutory wef September 2014***

**SENCo:** Mrs Emma Ryan (Headteacher)  
**NASENCo Award:** Completed August 2022  
**Assistant SENCo:** Mrs Kelly Hawkes  
**SEN Governor:** Mr Callum Ivel  
The SENCo is a member of the senior leadership team

## **1. School's SEND aims and values statement**

*All children and young people are entitled to an education that enables them to make progress so that they achieve their best, and become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or Training. (SEN CoP 2015)*

## **2. Aims**

At Boroughbridge Primary School and Nursery we aim for our children to:

1. Be happy.
2. Have their views considered and valued according to age maturity and capability.
3. Have access to a broad, balanced and relevant curriculum.
4. Achieve their very best.
5. Make good progress.
6. Be included in all aspects of the school day.

We aim for our teachers to:

1. Be well equipped to identify and meet needs (see SEN training document).
2. Identify children's needs early.
3. Plan effective interventions.
4. Regularly evaluate and revise interventions.

## **3. Objectives**

### **Be happy**

- Provide a secure and caring environment.
- Use positive and supportive language.
- Use praise to celebrate achievement.
- Set suitable learning challenges.
- Provide opportunities to parents/carers and children to celebrate achievement together.

**To consider the views of the child, taking into consideration age, maturity and capability.**

Provide opportunity for the child to:

- express their feelings.
- participate in discussions.
- indicate their choices.
- review their own progress.

### **Have access to a broad and balanced curriculum**

- Plan differentially and set targets for individuals and groups within a provision. mapping model.
- Provide support in an effective manner.
- Involve parents/carers by providing formal and informal information.

### **Achieve their very best**

- The class teacher remains responsible for working with the child on a daily basis and is involved in the planning and implementation of suitable interventions.
- Use effective assessment and monitoring (formative and summative assessment, Foundation Profile, Teacher Assessment, observational assessment, parental views).
- Provide high quality learning opportunities and materials.
- Use positive and supportive language with pupils.
- Intervene early to promote progress.
- Make effective use of outside agencies.
- Liaise effectively with parents and carers.

### **Make good progress**

- Use effective assessment, monitoring and review procedures.
- Relate action to individual needs.

### **Be included in all aspects of the school day**

- School should be warm, welcoming and open to all pupils, parents/carers in order to make school a positive experience.
- Ensure that all pupils are able to join in the activities of the school, taking into consideration individual needs and efficient use of resources.
- For most pupils, extra help will be provided within the classroom managed by the class teacher. Where it involves spending some time outside the classroom, it will nonetheless be in the context of the inclusive curriculum.
- Provide an appropriate physical environment.
- Provide a positive and supportive school ethos.

### **All teachers to be well equipped to identify and meet needs**

- Teachers and support staff will have access to relevant professional development (LA courses, INSET, available information).

### **Children's needs to be identified early**

- Make use of existing information from parents/carers and relevant agencies to provide a starting point for the development of an appropriate curriculum for the child.
- Use the school assessment procedures.

## **Planned interventions to be effective under a model of provision mapping interventions.**

Interventions may include:

- grouping for teaching purposes.
- additional human resources.
- teaching methods, taking into consideration the learning styles and individual needs of the child.

## **Interventions to be evaluated and revised regularly**

- Planned formal meetings between SENCo and class teachers, taking into account information from others involved with the child, including parents/carers.
- SENCo available for ongoing informal discussions with staff and parents/carer.

## **4. Principles**

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age. A learning difficulty means that the child either:

- a. has significantly greater difficulty in learning than the majority of children of the same age.
- b. has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

## **5. Procedures**

The Headteacher has the overall responsibility for the provision and progress of learners with SEND.

Responsibility for coordination of Inclusion and SEN provision and arrangements for coordinating Inclusion and SEN provision is as follows:

The SENCo and the Assistant SENCo is responsible for co-ordinating the day-to-day provision of education for pupils on the SEN register.

## **6. The Role of the SENCo (Mrs Emma Ryan) and Assistant SENCo (Mrs Kelly Hawkes) will include:**

- overseeing the day-to-day operation of the school's SEND policy.
- working with subject leaders and the senior management team to identify children who need additional and different support.
- liaising with and advising fellow teachers.
- providing advice and support for Teaching Assistants.
- overseeing records of all children with SEND.
- liaising with parents/carers of children with SEND.
- contributing to staff INSET.
- liaising with external agencies, including LA support and educational psychology

services, health and social services and voluntary bodies.

- attending SEND meetings and training sessions and disseminating to colleagues.
- arranging Annual Review meetings for children with Education, Health and Care Plans.

## **7. The Role of the Head Teacher (Mrs Emma Ryan)**

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head Teacher will keep the Governing Body fully informed.

## **8. The Role of the Governing Body and the SEND Governor (Mr Callum Ivel)**

The Governing Body will, in co-operation with the Head Teacher, determine the school's general policy and approach to provision for all pupils, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. The SEND Governor will liaise with the SENCo and feed the updated information into the Governors meetings. Our Governors must have regard to the SEND Code of Practice and ensure that a Special Educational Needs Coordinator (SENCo) is appointed and that they are qualified.

In our school, this means that a SEN Governor is appointed to work directly with the SENCo and other members of the senior leadership team and report to the governing body about matters related to SEND.

The Governors must publish at least annually a SEN Information report. Please [see the School's website](#) to access the SEN Information report.

## **9. The Role of the Class Teacher**

It is the responsibility of all staff to:

- recognise that each child at our school is special.
- recognise that each child will have their own individual strengths.
- recognise and nurture the talents of each child.

Teaching children with SEND is a whole-school responsibility.

"All teachers are teachers of children with special educational needs".

Each teacher is responsible for his/her class and will identify learning objectives for all the children in the class and will provide a differentiated curriculum which will help the children to achieve those objectives. The class teacher will ensure that all children are fully included in all class activities and the full life of the school.

## **10. The Role of the Teaching Assistants**

- Teaching Assistants will support teachers in enabling children with SEND to have access to an appropriate curriculum.
- Teaching Assistants have an important part to play in promoting the inclusion and independence of all children.
- Teaching Assistants enable the Class Teacher to spend high quality time with vulnerable children and those with SEND.
- Teaching Assistants access liaison time with the Class Teacher for planning, preparation and discussion regarding effective deployment.

## **11. Whole school approaches:**

- All staff contribute to the completion of whole school provision maps and ensure that

strategies are implemented to ensure quality first teaching for all.

- Regular communication takes place between class teachers, TAs, SENCo, parents and pupils to ensure good progress.
- All staff have appropriate access to up to date information about pupils with additional needs.
- The SENCo offers advice on differentiation to all staff.
- Pupils are supported alongside their peers whenever possible.
- All pupils are encouraged to join in extra-curricular activities.
- All pupils have individualised targets.
- Provision maps are made available so that staff, pupils and parents know what reasonable adjustments are available.
- Provision for pupils with SEND is reflected throughout school self-evaluation.
- The complaints procedure is transparent and easily available to parents.
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams.
- School uses the local authority's local offer to inform the school offer. This is published on the school website.

## **12. Individualised approaches:**

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated.
- Additional help will be sought appropriately from EPs, EMS, ESWS, etc.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may be allocated a key worker.
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need.
- The SENCo will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community.
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired.
- The school will follow the latest statutory guidance.

## **13. Identification of Pupil Needs:**

- Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators will be monitored.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by the Class Teacher in order to gauge their level of learning and any possible difficulties.
- The child's Class Teacher will take steps to provide differentiated learning opportunities that will assist the child's progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted as needed for support and advice and may observe the pupil in class.
- Through following this process, it will be determined which level of provision the child will need. A child who has recently been removed from the SEND register will also be

- monitored in this way to ensure they continue to make progress.
- Parents will be fully informed at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school to support the process of information gathering.
- The child will be recognised as being under observation by the school due to parent or teacher concern but this does not automatically place the child on the school's SEND register.

## **14. SEND Support**

Where it is determined that a pupil does have a Special Educational Need or Disability, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided can be described as a 4 part cycle:

- a. Assess
- b. Plan
- c. Do
- d. Review

This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. Parents will be signposted to NYCC special educational needs and disabilities advisory and support service (SENDIASS) <http://sendiassnorthyorkshire.co.uk/> and the local offer <https://www.northyorks.gov.uk/send-local-offer>. A link to this can also be found on our school website. The graduated response is outlined below:

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services, will also be considered. Any parental concerns will be noted, taken seriously and compared with the school's information and assessment data on how the pupil is progressing. This process will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developed and appropriate. Where external staff are already involved with a pupil, their work will provide a supplementary view. Where they are not involved they may be contacted by school, if this is deemed appropriate, following discussion and agreement with parents.

### **Plan**

Planning will involve consultation between the teacher, the SENCo and parents to agree the adjustments, interventions and support that are required. Parental involvement may be sought, to reinforce or assist with progress at home. All those working with the pupil, including support staff will be informed of their individual needs and the support that is being provided. This will include teaching strategies and approaches that are being employed and the outcomes that are being sought.



## **Do**

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even when the interventions may involve group or one to one teaching away from the main class environment. They will work closely with the teaching assistants and plan and assess the impact of support and interventions held away from the classroom setting. The class teacher continues to further assess the pupil's strengths and weaknesses and the SENCo will be on hand to provide effective support and advice on an ongoing basis.

## **Review**

Reviews of the child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments in consultation with the parents and the pupil.

## **15. Individual Learning and Provision Plan (ILPP)**

Children with Special Educational Needs or Disability are provided with an Individual Learning and Provision Plan. This document outlines specific targets for a child to work towards. These outline small steps to help achieve more long-term goals. The targets set are SMART, i.e. Specific, Measureable, Relevant, Time related.

They will include details of any interventions the pupil has taken part in, current working levels and previous strategies which have been tried, both successful and those which were less so and should not be tried again. This Individual Learning and Provision Plan is accessible to all those involved with the pupil and a valuable tool for new teachers when it comes to transition. The Individual Learning Provision Plan is evaluated and reviewed termly to ensure relevant up to date information and data is available.

## **16. Monitoring and evaluating performance**

'All teachers are teachers of children with SEND' (CoP 2015). Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money.
- Focused analysis of data examining the progress of different vulnerable groups.
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps.
- Completion of statutory functions by the SENCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups.
- Focused monitoring by the SENCo, LA adviser, SEN governor.
- Detailed discussions with families and pupils.
- Progress through a variety of transitions.
- Attendance and exclusions analysis.
- Feedback from support agencies and Ofsted.
- Local authority analysis of information and data about the school.

## **17. The governing body evaluate the work of the school by:**

- Appointing an SEN governor who is a champion for pupils with SEND.

- Monitoring data with respect to vulnerable groups.
- Challenging the leadership through informed questioning.
- Undertaking learning walks in school with a focus on SEND.
- Meeting with parents and pupils.
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND.

## **18. Specialist SEN provision**

Sometimes it will be helpful for school to request some additional support from an outside agency. We have established good working relationships with professionals from different agencies, including:

- The Educational Psychologist.
- School Nurse and Health Visitor.
- Educational Social Worker.
- Speech and Language Therapist.
- Physiotherapist.
- Occupational Therapists.
- Paediatricians.
- Locality Hub Support for Speech, Language & Communication, Social, Emotional Need & Specific.

Professionals from all the above agencies may support staff and children in school. School would only contact an outside agency after consultation with parents.

Once a referral has been made the service will spend time observing the child in school, offering advice and support to school staff, liaise with parents and provide written report and summaries.

## **19. Referral for an Education, Health and Care Plan (EHCP)**

If a child has a lifelong or significant difficulty they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by the parent. This will occur where the complexity of need or lack of clarity around the needs of the child is such that a multi-agency approach to assessing need and identifying provision is required.

The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review. The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health Care professionals

Information will be gathered relating to the current provision provided, any targets set and their progress towards those. A decision will be made by a group of people from education, health and social care about whether or not the pupil is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

If it is decided that a pupil's needs are not being met by the support which is ordinarily available from school then an EHCP will be provided by North Yorkshire County Council. The school and the child's parents will be involved in developing and producing the plan.

Once the EHCP has been completed and agreed it will be kept as part of the pupil's formal record and reviewed at least annually by all those involved with the child. The annual review enables provision to be evaluated and maintained at the appropriate level and with the appropriate focus, reducing or increasing the level of support as required.

Further details about reforms and about the SEND Code of Practice can be found on the Department of Education's website: [www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)  
For further information you can visit the education page on the county council website : [www.northyorks.gov.uk](http://www.northyorks.gov.uk)

## 20. Complaints Procedure

If a parent/ carer has any concerns or complaints regarding the care or welfare of their child, an appointment should be made to speak to the Head Teacher or SENCo in the first instance. The School Complaints Policy and Procedure will be followed as appropriate. Further details are available on the school website.

## 21. Abbreviations Used:

CoP	Code of Practice
EP	Educational Psychologist
EMS	Enhanced Mainstream School
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant
EHCAR	Education Health Care Assessment Request
EHCP	Education Health Care Plan
IPM	Individual Provision Map
SALT	Speech and Language Therapist

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of Academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN.

Governing bodies and proprietors must also publish information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils being treated less favourably than others, the facilities provided to assist access of disabled pupils and their accessibility plans.

The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information should relate to provision set out in the local offer.'