

# **Burleigh Primary School**



## **Special Educational Needs and Disability (SEND) and Inclusion Policy**

**Persons Responsible: Ms Mansi and Mr Norman**

**Adopted by the Governing Body: December 2024**

**To be reviewed: December 2025**

# Burleigh Primary School

## Special Educational Needs and Disability (SEND) and Inclusion Policy

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 years and has been written with reference to the following guidance and documents:

- The Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Code of Practice 0-25 years
- Statutory Guidance on supporting pupils at school with medical conditions
- The National Curriculum in England for Key Stage 1 and 2 (2014)
- Safeguarding Policy
- Accessibility Plan

### Aims

At Burleigh we believe that each pupil has individual and unique needs. We aim to provide every child with equal opportunities to access a broad and balanced education, irrespective of ability, disability, gender or race and to the active support of those initiatives designed to further this principle.

We recognise that it is our responsibility to meet the needs of all our pupils, whatever their special educational needs and/or disability. We understand that this may require a number of pupils to have help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. We aim to provide all pupils with strategies for dealing with their needs in a supportive environment.

To identify pupils with special educational needs and to ensure that appropriate provision is in place, we will:

- Provide early identification and relevant support
- Plan and work alongside parents and carers, drawing on their unique knowledge and expertise in relation to their child
- Take into consideration the views and feelings of the child
- Work effectively with outside agencies when required
- Work within the guidance provided within the SEND Code of Practice 2014.

### Responsibilities

#### ***Special Educational Needs Coordinator***

The key responsibilities of the SENCo (Ms Caroline Mansi Interim/Mrs Jenni Collins) as outlined in the Code of Practice, are:

- overseeing the day to day operation of the SEND policy
- co-ordinating provision for pupils with SEND
- liaising with the designated teacher where a child looked after has SEND
- advising on the graduated approach to providing SEND support
- liaising with external agencies and being the key point of contact
- liaising with potential next providers of Education to support smooth transition
- working with the head teacher and governors to ensure the school meets statutory requirements

At Burleigh, the Senior Leadership and Inclusion Teams support the work of the SENCo.

The Inclusion Team consists of:

- Attendance & admissions manager: Mrs Charlotte Hare
- Inclusion support assistants:  
Mrs Jackie Blackman Pupil Support Worker  
Mrs Nickie Reeves Nurture, Speech & Language, 1:1 interventions

### ***Class Teachers***

Every teacher is a teacher of every child, including those with Special Educational Needs.

The class teacher is responsible for:

- monitoring the progress of all children with SEND
- setting achievable targets for Individual Support Plans (ISPs) and to involve parents/carers and children in this process
- completing a Pupil Passport for all children with SEND
- conducting the termly review of ISPs
- monitoring the effective deployment of class TAs to support pupils with SEND
- identifying children's needs early and raising these with the SENCo and/or a member of SLT
- liaising with external agencies and using the advice provided by external professionals to plan outcomes and provision

### ***Governors***

The Governing Body is responsible for: -

- monitoring the quality of SEND provision
- ensuring information about the implementation of the policy for SEND is published on the school website and that this is annually updated
- ensuring the integration of pupils with SEND in the school community
- ensuring that the budget for SEND is allocated appropriately
- electing a designated SEN Governor to liaise with the SENCo

### **Identification, Assessment and Support of Pupils with SEND**

There are four broad areas of need outlined in the SEND code of practice. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. These areas of need are:

- communication and interaction
- cognition and learning
- social, emotional mental health difficulties
- sensory and/or physical needs

At Burleigh, we identify needs by considering the whole child, not just their special educational needs. We are proud to be inclusive and supportive of all learners. We operate a graduated approach to those with additional needs.

Before entering a child on the SEND register, the school will consider the work that has happened before to remove and / or mitigate the child's barriers to learning. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have a SEND. If, once reasonable adjustments have been made to remove barriers, the child does not make adequate progress they may be identified as having SEND. Underachievement is identified through pupil

progress/provision meetings held with a member of SLT. Provision is reviewed at this time and adjustments are made in light of the child's current progress. This is part of the 'assess, plan, do, review' process.

Where children need *significant* additional and/or different provision they will be the subject of an ISP, Pupil Passport and they will be in receipt of SEND support. A Pupil Passport identifies the likes, dislikes, strengths, areas for development, common behaviours and effective support strategies of a child with SEND. The ISP identifies the child's areas of challenge, support strategies in place and half-termly targets. Teachers are responsible for reviewing the child's progress against these targets and for planning future provision. Parents are encouraged to contribute during this process and offer their views. The inclusion team support this process and offer further planning and assessment where necessary and give advice that can be used to support an individual.

It may be that a child has a difficulty in one or more areas and is age appropriate in others; in this case they will still receive SEND support for their areas of need and will be the subject of an ISP. Children with social, emotional and mental health difficulties are identified for support and placed on the SEND register if their needs are a significant, continuing barrier to their learning. Children who have Communication and Interaction as their main presenting need will have an ISP. If they have a specific Speech and Language therapy plan devised by the school's Speech and Language therapist or if they require significant additional support to meet their needs with a Communication Disorder, such as Autistic Spectrum Disorder, they will also have an ISP.

A physical disability alone does not mean that a child is in receipt of SEN support. However, a child will receive SEND support if they have an ongoing sensory or physical need where their access to the learning environment is hindered.

The school recognises that many children have more than one area of need and that each aspect needs to be fully assessed to build a complete picture of the child. The school uses a variety of recognised intervention strategies; these are specific with clear outcomes and do not compensate for quality teaching. The application of new skills remains the responsibility of the class teacher, as does monitoring the overall effectiveness of the intervention.

It is expected that children with identified SEND make good progress with the correct provision. When a child becomes closer to age related expectations or achieves age related expectations during daily lessons, they may no longer require specific SEND support. In these circumstances, an ISP is no longer required. The child will continue to have their needs met through target group teaching, reasonable adjustments and an adapted curriculum.

It is the responsibility of the SENCo and the Senior Leadership Team to identify the professional development needs of teaching and support staff in relation to supporting vulnerable learners.

### **Request for an Education Health and Care Plan (EHC Plans)**

If a child continues to present with significant additional needs or their needs present as complex, the school may request that the local authority assess the need for an EHC Plan.

The school will use the Hertfordshire criteria to identify and prepare submissions for those children who may need an EHC Plan. The local authority alone grants the right to be assessed. The

school is responsible for ensuring that the educational provision outlined in the plan is implemented.

EHC Plans are reviewed annually, with the views of the parents/carers, pupil, school and external professionals incorporated. At the review meeting, revised outcomes and provision are agreed. Short-term targets are also used for pupils with complex needs, through the Assess, Plan, Do, Review cycle. If a pupil makes sufficient progress an EHC Plan may be discontinued by the local authority.

### **High Needs Funding (HNF)**

The school makes every effort to ensure that pupils with SEND are educated in our setting, alongside their peers with full access to the national curriculum. To provide this for pupils with more complex needs, the school may apply for additional funding (HNF). This is primarily to increase the adult child ratio and to provide further personalised support. These applications are made by the SENCo for children considered exceptional within the context of our setting.

### **Managing and Storing information**

The school holds a register of pupils in receipt of SEN support. Information relating to individuals, such as external medical reports / educational psychologist reports, are stored electronically using CPOMS and a paper copy may be kept in the child's personal file that is stored securely in the SENCo office.

### **Pupil Participation**

Pupils and young people with SEN often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to receive to enable them to make the most of their education. They will contribute to their Pupil Passport and ISPs by discussing their enjoyments, strengths and challenges and, where appropriate, will explain how they would like to be helped and what their targets should be. Children with an EHC Plan contribute with their views as appropriate.

### **Partnership with Parents**

It is essential that parents/carers play an active role in their child's education and working in partnership is key to enabling children to achieve their potential. Parents are invited to contribute their opinions and ideas when planning for SEN support. The school recognises the unique knowledge and expertise that parents have about their children. Class teachers work closely with parents at all stages and should be the first port of call, however further discussions with the Inclusion Team when planning provision may also be necessary.

### **Links with other agencies and voluntary organisations**

External support services play an important part in helping the school identify, assess and make provision for pupils with SEN.

The school may seek advice and or support from the following:

- STEP2 / CAMHs
- a speech and language therapist
- a school nurse (and other relevant medical professionals)
- an advisory teacher for children with specific learning difficulties

- The Early Years Advisory Team
- outreach support from a local specialist provision school
- the Communication and Autism Team
- the local education support centre
- an educational psychologist
- DSPL4

Many external agencies have their own requirements to access involvement. The school uses the criteria set out by each external agent to access this.

The school recognises that many features can impact upon progress and attainment and may not relate to any special educational need. Reasonable adjustments / different provision may be made for:

- children with disabilities
- children in receipt of pupil premium
- children looked after
- children affected by low attendance
- children with a health care plan
- children with English as an additional language
- children to parents in the services
- children who are being monitored by the local authority through Child Protection or Child in Need plans.

Children with medical conditions will be fully supported to ensure they have full access to education including school trips and physical education. Some children with medical needs may be disabled; in this case, the school will comply with its duties under the Equality Act 2010 (see Supporting Pupils with Medical Needs Policy).

### **Supporting families**

The school recognises that parents of children with SEND and / or medical conditions may request or require additional support which can be accessed via additional support groups. The school can also refer parents to further specific support; housing, CAB through CHEXS.

### **Complaints Procedure**

The school's standard complaints procedure should be followed if a parent / carer wishes to complain about any aspect of SEND provision.

### **Review**

The local governing body will review this policy annually.

### **Policy History**

<b>Date</b>	<b>Writer</b>	<b>To be approved by</b>	<b>Modifications/changes</b>
16/09/19	K. Trafford	Governing Body	Policy rewritten and Inclusion has been added Name of SENCo amended

08/10/20	K. Trafford	Governing Body	ENF changed to HNF
07/09/21	J. Collins	Governing Body	Name of SENCo amended, job description of J. Blackman amended
14/11/22	L. Hopkinson	Governing Body	IEP changed to ISP, Pupil Passport information added,
18/10/23	J. Collins	Governing Body	Word differentiation changed to adapted
10.12.23	C.Mansi	Governing Body	Name of SENCo amended