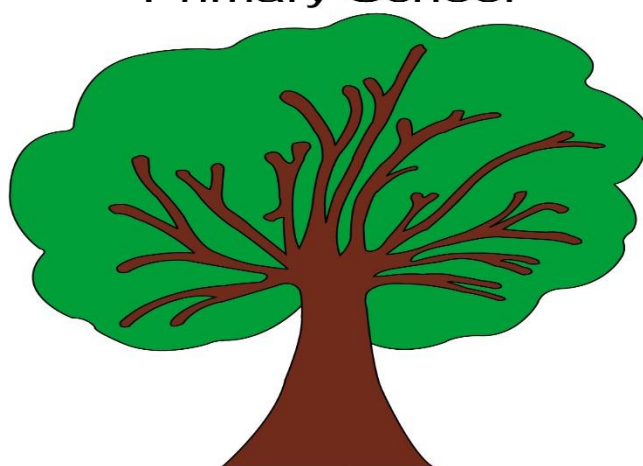


BURSTWICK COMMUNITY **PRIMARY SCHOOL**

Burstwick Community
Primary School



Branching Out
Into The Community

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

At Burstwick Community Primary School we aim to provide a safe, secure and stimulating environment within which all children feel cared for, supported and happy, where children can achieve highly and let their imagination flourish.

We aim to prepare children for adult life and the world of work through developing an enthusiasm for learning and a willingness to persevere in the face of challenge.

At Burstwick Community Primary School, it is our intention to raise standards by promoting a school ethos which is underpinned by core values. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.

The values we focus on are:

*** Believe * Unique * Resilient * Safe * Tolerant * Worthy * Independent * Creative * Kind-hearted ***

We are **BURSTWICK!**

Introduction

This policy was reviewed and updated, in line with the DfE (2015) SEND Code of Practice: 0-25 years. It also has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children and Families Act 2024
- Equality Act 2010
- The Special Educational Needs and Disability Regulations 2015
- The Special Educational Needs (Personal Budget) Regulations 2014

This school provides a broad and balanced curriculum for all children. The Early Years Foundation Stage (EYFS): Development Matters and the National Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning which means they require a particular action and support from the school.

These requirements are likely to arise as a consequence of a child having Special Educational Needs and/or Disabilities (SEND). Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum activities, overcoming the barriers to learning. Such children may need additional help or other agency help from that given to children of the same age.

Children may have SEND either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child. We also acknowledge the need to provide personalised learning for all children, including those who may be classed as Most Able.

Definition of Special Educational Needs and Disabilities

A child or young person has Special Educational Needs & Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has:

- a) A significantly greater difficulty in learning than the majority of others of the same age.
- b) A disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The 2014 SEND Code of Practice suggests that it is helpful to see learners' needs and requirements as falling within 4 main areas:

- * Cognition and Learning
- * Communication and Interaction
- * Social, Emotional and Mental Health
- * Physical and Sensory

Many children and young people have difficulties which fit clearly into one of the areas; some have needs which may span two or more areas. It is our aim to identify any barriers to learning, their individual requirements and meet the needs of the whole child so they can reach their full potential.

Aims and Objectives

Our aims and objectives at Burstwick Community Primary School are:

- To create an environment that meets the needs of each child or young person;
- To ensure children or young people receive the right support at the right time;
- To ensure that barriers to learning are identified, assessed and provided for;
- To make clear the expectations of all agencies, practitioners and individuals involved in the process and ensure they communicate effectively;
- To identify the roles and responsibilities of staff in supporting the child or young person and their special educational needs;
- To ensure all children have full access to all elements of the school curriculum;
- To ensure that parents or carers are able to play their part in supporting their child's education.
- To ensure the child or young person is involved, where practicable, in decisions affecting their future SEND provision.

Roles and Responsibilities

The role of the Governing body

The Governing body has due regard to the SEND Code of Practice 2015 and Equality Act 2010 when carrying out its duties toward all pupils with SEND. It also does its best to secure the necessary provision for any pupil identified as having SEND.

The Governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to Parents/Carers on the success of the school's policy for children with SEND.

The Governing body ensures that parents or carers are notified of any decision by the school that SEND provision is to be made for their child.

The Governing body has identified a Governor to have specific oversight of the school's provision for pupils with SEND.

The Governing body evaluates the success of the educational provision for pupils with SEND through regular meetings and visits with the SENDCo. The SEND Governor is involved in the appointment of SEND staff when it is appropriate.

The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

The named Governor for the school is: **Mr Dominic Boynton**

The Role of the Headteacher

The Headteacher has overall responsibility for the management of SEND provision. On a day to day basis, this responsibility is delegated to the SENDCo, who keeps the Headteacher and Governing Body informed to ensure our school meets its responsibilities

The Role of the SEND Coordinator:

In Burstwick Community Primary School, the SENDCo:

- Manages the day-to-day operation of the policy;
- Co-ordinates the provision for and manages the responses to children's special needs;
- Supports and advises colleagues;
- Oversees the relevant records of all children with special educational needs;
- Acts as the link with parents and carers;
- Acts as the link with external agencies and other support agencies;
- Monitors and evaluates the special educational needs provision,
- Manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- Contributes to the professional development of all staff.
- Works with the Headteacher to decide on deployment of the schools delegated budget and/or other resources.

All teaching and non- teaching staff:

- Inform or seek advice from SENCO when necessary.
- Gather information and make formal assessment of pupils.
- Inform and discuss with parents their concerns and review these regularly.

- Take action to meet pupil needs within normal classroom work through quality first teaching (including differentiation).
- Where appropriate record strategies / actions taken.
- Plan and monitor SEN provision within their classroom with support staff where appropriate.
- Ensure Termly Support Plans are an integral part of weekly planning.
- Track the progress of SEN pupils including their progress towards identified targets / goals. • Review Termly Support Plans in conjunction with the SENCO, parent and pupil.

Identification and Assessment

At Burstwick Community Primary School, we strive to provide pupils with the right support at the right time. We aim to work together with professionals, pupils and families to identify the most helpful approaches.

Through taking into consideration the definition of SEND, identification of SEND and need for additional support is done in multiple ways. Some of these strategies will likely include:

- The SENDCo and/or teacher observing the pupil
- SENDCo and teacher meetings
- Discussions with parents/carers
- Discussions with pupils
- Looking at pupil assessments.

The East Riding of Yorkshire Local Authority guidance documents: *The Matrix of Need and Ordinarily Available Inclusive Provision* may also be referred to during this process to aid identification/assessment of need, plan appropriate interventions and strategies.

At times, quality first teaching, adapted for individual students, is the first step in responding to pupils who have or may have SEND. In many cases, such planning will remove barriers to learning for most pupils. Reviews of the quality of teaching will include teacher's understanding of strategies to support vulnerable students where appropriate.

If a pupil requires support above ordinarily available inclusive provision and high-quality teaching, and their needs are in line with the definition of SEND, the pupil will be placed on the SEND register and a termly support plan will be created.

Where a learner continually makes little to no progress, or is working substantially below expected level, the school will consult with parents before involving specialists or beginning the process of applying for an Education, Health and Care Plan (EHCP) assessment.

A Graduated Approach to SEN Support: Assess, Plan, Do, Review

Where a student is identified as having SEND, action will be taken with the aim of removing barriers to learning. This will take a four-part cycle, known as the 'graduated approach'. The four parts to the cycle are:

Assess – When a child is identified as requiring SEND support the class teacher, together with the SENDCo will carry out an assessment of need. This will involve teacher assessment and their knowledge of the pupil, prior progress and attainment of the pupil, along with progress and attainment in comparison to their peers.

Plan – In consultation with parents and pupils, the teacher and SENDCo will agree the support to be put in place along with the expected impact on progress and a date for review. This will be recorded in a Termly Support Plan (TSP). All relevant members of staff working with the pupil will be informed of their needs and any support or strategies that have been put in place.

Do – The class teacher will be responsible for carrying out or overseeing any provision put in place for pupils and for assessing and evidencing their impact, working closely with teaching assistants or specialist staff involved.

Review – The Termly Support Plan (TSP) will be used to record the effectiveness of provision, in line with the date agreed at the planning meeting along with the views of the pupil and their parents. A decision is then made as to whether to continue with the current provision, to try a different approach, or to allow a period of consolidation in class. The SENDCo will oversee this process, support staff and monitor overall pupil progress when the agreed support and intervention have taken place

See Appendix I: SEND Support Flowchart for more information about different levels of support.

Provision

All children have an entitlement to a broad and balanced curriculum and are taught in their mainstream groups/classes where appropriate. Quality first teaching, support and resources are adapted to aid the progress of all learners. All staff are updated on the individual needs of each learner with SEND and will use a range of strategies to meet children's learning needs. Lessons have clear Learning Intentions and teachers use assessment for learning to inform the next stage of learning.

Wherever possible, we do not withdraw children from the classroom and support will be integrated into the school day. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. This may be to take part in an intervention which will help them make progress against their Termly Support Plan (TSP) targets.

Termly Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success and make progress in areas they find challenging. We use a range of interventions and resources to support different areas of learning. These include: maths skills, phonics, reading comprehension, spelling, social groups and mental health support.

Children who have barriers to learning and do not have a Termly Support Plan, may still access short-term interventions. However, if it is evident that they need ongoing support, are not making the same progress as their peers or are receiving support above or beyond that of the age-related peers then a discussion will take place with parents about creating a Termly Support Plan.

Teaching Assistants may be used to support in class, small groups or to deliver interventions. They may be assigned to a particular year group or individual. They may be used to support pupils with EHCPs as outlined in the provision section of their EHCP. To avoid overdependence, teaching assistants are not usually assigned to a particular learner. In line with this, unless specific training is required, learners with an EHCP may be supported by a number of teaching assistants while fulfilling statutory requirements.

Working with Parents/Carers

Working with parents is a vital part of supporting pupils with SEND and ensuring pupils can reach their full potential. Parents hold key information about their child and it is important to discuss this so staff get a full picture of the child and their needs. Parents are invited to Consultation Evenings with the class teacher twice a year and receive a written school report at the end of the academic year.

Parents/Carers of a child with SEND are invited into school to review Termly Support Plans (TSP) and discuss their child's progress, targets and any concerns they may have. Additionally, parents/carers are encouraged to request meetings, phone calls or send DOJO messages at any time during the school year if they have any concerns, questions or would like to discuss anything about their child and their needs. Messages can be sent directly to the class teacher and SENDCo via DOJO. Alternatively, they may email or call the school office to request a meeting/phone call.

Parents/Carers of a pupil with an EHCP will also be invited to an Annual Review Meeting to review the outcomes and provision set out in the EHCP.

Pupil Participation

All pupils are involved in making decisions about their education. It gives them autonomy and control over their own outcomes and support. Pupils, where appropriate, attend Termly Support Plan meetings so they can be involved in celebrating their successes and contribute their own opinions and ideas.

Targets are shared with pupils and they have opportunities to regularly discuss their progress during and after interventions so they can celebrate their success and identify areas they need to work on next.

At Burstwick Community Primary School, we aim to help children develop an understanding of themselves, their needs and what is needed to overcome them. We also help children identify and celebrate their strengths.

Specialist Advice and Support

Where a pupil continues to make less than expected progress due to SEN, despite well matched provision, we will consider the use of specialist staff, either through the Local Authority or other outside agencies.

At any point where a specialist is involved, parents/carers will be fully involved in the process.

Where, despite the involvement of specialist staff, pupil progress is still a concern we will consult parents about the possibility of applying for an Education Health and Care Plan (EHCP). Having a diagnosis, e.g. ASD, ADHD or Dyslexia) does not mean that a child needs an EHC Plan.

Mental Health and Wellbeing

At Burstwick Community Primary School, we recognise that some learners with SEND may require additional social, emotional and mental health support. As a whole school we aim to develop pupil's resilience, confidence and ability to learn.

To ensure pupils develop these skills, additional strategies may be required. Where possible, these are implemented in class with the class teacher and teaching assistant the pupil is most confident and comfortable with. At times, pupil may need referring to our school-based Emotional Literacy Support

Assistant (ELSA) or Mental Health First Aider (MHFA) for some 1-1 or small group sessions. Both roles are held by a trained and qualified member of the school team.

Children requiring this provision will initially access the ELSA through a referral process and the Well-Being Team (W-BT) discuss the referral and make informed decisions based on the evidence provided. If the child is allocated a place to work with the ELSA, the program lasts no longer than 6 weeks. Parents/Carers are kept informed about their child's progress.

A child can access ELSA support more than once in their school life.

There are times when children need additional support above that of ELSA. This is where the Mental Health First Aider (MHFA) will provide support. This is targeted intervention for children requiring significant mental and emotional support.

Mental health and well-being support will often involve external agencies working with the child and the family.

The ELSA is: Mrs Christine Carrick

The MHFA is: Mrs Christine Carrick

Education Health and Care Plans (EHCP)

An EHCP is a legally binding document issued by the Local Authority (LA). They are designed to describe the long-term needs of children who have significant, multiple SEND. They give detailed information about how the child's needs can be best met and are reviewed annually.

An EHCP can be requested by parents or professionals working with the child, however, the school must provide a large body of evidence of having taken the relevant steps to identify, assess and meet the needs for the pupil without success for at least 3 terms. The Local Authority then decides whether to assess the pupil for an EHCP or not. If an assessment is agreed upon, this does not guarantee the pupil will be issued with an EHCP.

More information can be found about EHCPs on the Local Offer Website: [Education Health and Care plans](#)

EHCPs are reviewed annually with the pupil, class teacher, SENDCo and any other professionals involved with the pupil. Pupils with an EHCP still have a Termly Support Plan with targets which help the pupil work towards the outcomes on their EHCP.

Safeguarding

The school recognises that evidence shows children with SEN, disabilities, communication, or behaviour problems are at greater risk of abuse, neglect and bullying than other children. Staff are aware of potential barriers to recognising abuse and indicators of possible abuse such as behaviour, mood, and injury may be assumed to be related to disability or SEN, rather than possible abuse, neglect or bullying. It may be more difficult for some pupils to communicate their abuse. Furthermore, some pupils may not have the cognitive ability to assess risks appropriately which may put them at harm.

The Safeguarding and Child Protection Policy reflects the fact these additional barriers exist. Care is taken by all staff, particularly those who work with SEND pupils to notice any changes in behaviour, mood or injuries,

and these indicators will be investigated by the Designated Safeguarding Lead (DSL) in collaboration with the SENDCo.

More information around Safeguarding and SEND is available in the school's Safeguarding and Child Protection Policy.

Training and Resources

In order to maintain and develop the quality of teaching and provision which is responsive to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs can be identified by the SENDCo when looking at pupil needs and through annual Staff Appraisal meetings. Throughout the year the SENDCo will work with teachers and teaching assistants to identify any specific SEND training needs. Training may be delivered by staff in school based on their own research, knowledge and experience. It is also often provided by external agencies and/or such as the Educational Psychology Service (EPS) or Behaviour Support Team (BST).

The SENDCo attends cluster meetings with local schools as well as Local Authority forums in order to keep up to date with local and national updates in SEND. Relevant information is then shared with staff in school.

Storing and Managing Information

Information is stored in line with the Local Authority Retention of Documents Guidance.

Complaints

If a parent/carer has concerns about their child, they should speak with the class teacher initially. Class teachers are always happy to discuss pupil's progress and attainment at any point in the year. Parents/Carers may also wish to arrange an appointment with the SEND Coordinator (Mrs. Rosie Hill), who can discuss support and provision for the child. Parental involvement and opinions are very valuable to the school and parents are encouraged to be open with the school about what they feel is working or not working for their child.

This must be done using the school Complaints Policy, and initially speak with the Class Teacher (Stage 1). Should this not resolve the issue, parents/carers are encouraged to contact the Head Teacher (Stage 2). If the issue cannot be resolved at this level, then parents/carers are advised to follow the Complaints Policy procedure and this would be escalated to the Chair of Governors (CoG). At this stage (Stage 3), the CoG would ensure that the correct protocol has been followed, rather than investigate what has already been completed by the Headteacher.

Transition

Many strategies are in place to ensure children's transitions are as smooth as possible. Meetings and discussions take place between the Year 6 Class Teacher, SENDCo and the SENDCo from the receiving secondary school. All Termly Support Plans and supporting documents are transferred across in the summer term, so that the Key Stage 3 (KS3) SENDCo has all the information they need before the child starts.

Secondary school staff visit children in their own school to talk about what to expect and answer any questions they may have. This allows them to make informed decisions about the appropriate level of support for the child. Most schools in the area have set transition days for SEND pupils to attend the school and get to know the setting and their new teachers. Additional visits may be arranged for those who need

more support adjusting to the changes and this depends on the secondary school and what they are able to offer and accommodate.

Our school staff will use their knowledge and understanding of individual pupils and work with the SENDCo to choose the most appropriate way to support children through transition periods. We will speak with pupils themselves to find out what they are most concerned about and tailor the support accordingly. This may involve making a transition book, looking at photographs of the school, exploring the school website and writing "About Me" information with the child. Some pupils may benefit from doing this with our school ELSA so they can fully explore their thoughts and feelings with a trained professional.

Useful Documents and links

- Burstwick Community Primary School SEN Information Report
- Burstwick Community Primary School SEN Support Flowchart
- Burstwick Community Primary School SEN Support in All Subjects
- East Riding's Local Offer <https://www.eastridinglocaloffer.org.uk/>
- New Code of Practice 2014 <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Safeguarding

The school is committed to safeguarding and promoting the welfare of all children and staff. We expect all staff and volunteers to share this commitment. Through the construction and writing of policies, we share our commitment; and through our curriculum provision, safeguarding is taught both explicitly (directly) and implicitly (indirectly).

We believe that all children have the right to learn in a supportive, caring and safe environment, which includes the right to protection from all types of abuse. Staff are vigilant for signs of any child in distress and we are confident about applying our safeguarding procedures to avert and alleviate any problems.

Monitoring and Review

Burstwick Community Primary School's SEND Policy is monitored regularly by the Senior Leadership Team (SLT), who report to the governors about its implementation and effectiveness. This is to be done through regular work scrutiny and will be monitored for whole school consistency and evaluated for impact on children's learning and outcomes. Governors are kept informed via the termly Headteacher's Report.

This Policy will be reviewed annually through discussion with all staff and Governors.

Date agreed: January 2025

Date to be reviewed: January 2026 or as guidance is issued from the Department for Education (DfE) and/or Local Authority (LA).

Approved	Name	Signature	Date
Chair of Governors	Mr Andrew Johnson		
Headteacher	Mr Ian Cutts		

Appendix 1



Burstwick Community Primary School SEND Support Flowchart



This flowchart highlights the different levels of support we provide and the process we follow if we identify that a pupil has a significantly greater difficulty in learning than the majority of others of the same age. All children have access to Quality First Teaching, but where a potential Special Educational Need and/or Disability has been identified, the approach to your child's teaching and learning becomes increasingly personalised as our understanding of your child and his/her need grows. Thus, support becomes more targeted as outlined in the flowchart below:

