



**SEN POLICY**

**AND**

**INFORMATION REPORT**

**Cedar Unit Addendum**

**Approved by:**

**Date:** 1.12.2020

**Last reviewed on:** 1.12.2020

**Next review due by:** 1.12.2021

## 1. Aims

Our SEN policy and information report aims to:

- 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

Our Vision

At Boundary Primary School we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities (SEND). We respect the unique contribution which every individual can make to our school community.

## 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 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 Mrs S. Murfin, she 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 Mr Friendship, he 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 head teacher Ms Ashton, she will:**

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in 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**

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings, where appropriate. Class teachers will make regular 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

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special education provision in place. This begins a cycle of assess, plan, do, review with the child/young person at the centre of this process.

## **5.3 Consulting and involving pupils and parents**

Parents/carers and pupil involvement in the process

We believe in a person centred approach to information gathering and the cycle of assess, plan, do, and review. Children are involved at an appropriate level in setting targets in their Pupil Plans and where appropriate in the termly Pupil Plan review meetings. Children are encouraged to make judgements about their own performance against their Pupil Plan targets and for reviews. We recognise success here as we do in any other aspect of school life.

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 four-part cycle

**Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals.

**Plan:** Where SEN Support is required the teacher and SENCO will put together a plan outlining the support/interventions which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with him/her using child friendly language and with parents/carers. All staff that work with the pupil will be made aware of the plan.

**Do:** The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TA's or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

**Review:** The plan including the impact of the support and interventions will be reviewed each term (or sooner) by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

This four part-cycle through which earlier decisions and actions are re-visited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

The class 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 and 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, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Transition arrangements will be made with the next setting and may involve transition visits, this will be done in partnership with the child and the parents.

### **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.

SEN Support can take many forms. This could include;

- An individual learning plan
- Interventions
- Extra help from a teacher or support assistant
- Making/changing materials, resources or equipment
- Working with a child in a small group
- Use of specialist equipment
- Observing a child in class/break and keeping records
- Helping a child to take part in class activities
- Making sure that a child has understood things by encouraging them to ask questions and try something difficult
- Helping other children working with a child, or play with them at break time
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

### **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**

Teaching assistants will support pupils on a 1:1 basis when they have been successful in gaining an Education Health Care Plan

Teaching assistants will support pupils in small groups under the direction of the class teacher or SENCo .

Where pupils have a higher level of needs, and with parental permission, the school may need to seek advice from external agencies. These agencies include;

- Educational Psychology Service
- EY SEND
- SEND SS
- Speech and Language Therapy
- Autism Outreach/Advisory Team
- SEMH Outreach/Advisory Service
- Education Welfare Team
- School Nurse/Paediatric Health team
- Child and Adolescent Mental Health Service (CAMHS)

### **5.9 Expertise and training of staff**

Mrs. Murfin our SENCO has a number of years' experience working with children with SEN needs.

We have a team of teaching assistants, who are trained to deliver SEN provision.

In the last academic year, staff have been trained in the graduated approach, precision teaching, Wellcomm, and Talk boost.

### **5.10 Securing equipment and facilities**

Where a child may need specialist equipment to support their learning, the SENCO will liaise with relevant agencies to ensure appropriate equipment is in place. This can include liaising with occupational therapy to ensure tables and chairs are appropriate to liaising with School SEND Team for ICT equipment.

### **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 targets goals each half term
- Reviewing the impact of interventions half termly
- 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**

Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability e.g. and extra adult to accompany a child on a school trip. Specific staff have training to support particular needs, e.g. technical knowledge to maintain auxiliary aids and equipment or managing diabetes.

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 take part in sports day/school and plays etc.

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

## **Admission arrangements –**

see also Admissions Policy & Equality and Diversity Policy

We strive to be a fully inclusive school. All children will be treated according to their needs in line with the School's Equality of Opportunity Policy. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need, for example, needing wheelchair access, the Head teacher will make every effort to ensure the child's needs are fully met where this is practical within Boundary Primary School. Parents of children with particular needs should approach the Head teacher, and if necessary the SENCO, for more information. The Head teacher will do her best to secure the necessary provision for any pupil identified as having special educational needs. The Head teacher will ensure that all teachers are aware of the importance of providing for these children.

### **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:

- Small group work to improve confidence and self-esteem
- Pupils with SEN are encouraged to be part of the school council

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

As a school we welcome support from other agencies, we actively seek out professionals to support children and staff.

We work with:-

- Educational psychologist
- EY SEND
- SEND SS
- Health Visitors
- School Nurse
- Physio Therapists
- Speech and language therapist
- Social Workers
- Paediatricians
- Local Authority
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### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher in the first instance. Then to the SEND Leader Mrs Murfin at [susan.murfin@boundary.blackpool.sch.uk](mailto:susan.murfin@boundary.blackpool.sch.uk). 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**

SEND is committed to providing a flexible and supportive service, giving parents/carer's, children/young people 0-25, schools and professionals the opportunity of working together to meet the special educational needs and disability of the individual pupil. The Service also provides advice and support relating to the admissions process and school exclusion.

Contact: send@blackpool.gov.uk

Telephone 01253 476602

## **5.17 Contact details for raising concerns**

Concerns can be raised with the class teacher or Mrs S. Murfin SENCO

## **5.18 The local authority local offer**

Our local authority's local offer is published here:-

[www.blackpool.gov.uk/localoffer](http://www.blackpool.gov.uk/localoffer)

[www.facebook.com/blackpoollocaloffer](https://www.facebook.com/blackpoollocaloffer)

Or you can leave a message of 01253 477100 to request a paper copy

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENCO **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

# Cedar SEMH Provision At Boundary Primary School



# Addendum to SEN Policy

Boundary Primary School has The Cedar Unit within school that is a specialist education unit for young people with Social, Emotional and Mental Health difficulties (SEMH). Many of our students who come to our unit may have felt rejection and misunderstanding in previous placements. So, it is our team's aim to never give up on anyone who comes to us. We strive to give every student the confidence and opportunities to achieve their full potential. The staff team here are incredibly experienced and work tirelessly to ensure we continue to provide the highest quality of education and support.

Our Cedar SEMH Unit is a Unit for students between Year 1 and Year 6. The staff in our Cedar Unit have a proven track record of successfully meeting a wide range of Social, Emotional and Mental Health needs. We are experienced in recognising and working with a wide range of additional challenges students face, including Autism, Asperger's, speech language and communication difficulties, dyslexia, dyspraxia, ADHD, and SpLD.

The Cedar Unit prides itself on being able to offer an appropriate curriculum for students ranging in ability from those with Moderate Learning difficulties to those who are gifted and talented.

All students that attend in The Cedar Unit have an Education, Health and Care Plan, which identifies the setting as the most appropriate provision for the young person. The Plan identifies the young person's primary and additional needs. These needs are reviewed annually through the Annual Review of the Plan.

A young person would need extra help if they were not making progress within a specific area of learning or if their attitude and capacity to learn was hampered by additional needs. The progress of all young people is monitored regularly, formally and informally through formative and summative assessments. Observation and discussion/feedback with young people about their learning are a part of day to day teaching and learning.

Standardised assessments are used to support class teacher assessments. There are national expectations for progress and achievement which can form the basis of a generalised indication of progress however the most effective measure is the judgment and observation of the class teacher of the young person's performance across time in a range of situations. All pupils are tested in Literacy, Phonics and Numeracy within the first half term of them entering the unit.

Pupils are then rigorously tracked in all subjects and if there are concerns about progress or if any young person needs extra support then staff work together to design, implement and evaluate interventions to remedy the situation. This may mean small group intervention but normally involves individual support. These may occur two or three times a week and will vary from ten minutes to approximately forty minutes, depending on the intervention and the level of support

required by the individual. Teachers monitor the success of these intercessions, judging their effectiveness by the impact on pupil's progress. Regular meetings will be held to offer an opportunity for all the professionals involved with the young person a forum to discuss any concerns and together devise and implement strategies that will help a young person to move forward academically, socially and emotionally.

When a young person joins The Cedar Unit we carry out baselines in English, Phonics and Mathematics; utilising any information from previous schools to ensure that the right level of support is provided. Information about progress is shared regularly with parents formally through annual reviews and informally through discussion when this is needed.

All young people in our Cedar Unit have an Education, Health and Care Plan, which outlines their needs and recommends provision, resources, approaches and multi-agency involvement. The Education, Health and Care Plan is broken down into smaller targets on the young person's Individual Pupil Plan. These plans are drawn up by the unit's SEND Leader who works closely with all teachers, coaches, support assistants and curriculum leaders to ensure that the young person's needs are met and targets in their Individual Pupil Plan are addressed and reviewed. The frequency of the support received will depend on their level of need. The Cedar Unit staff will measure the impact of the support given to the young person and the progress they are making. All students will benefit from being in a small unit with experienced teachers, support staff and a behavioural specialist.

The Cedar Unit work closely with other professionals wherever possible to ensure that all of the needs that are outlined on the Education, Health and Care Plan are met and progress is demonstrated.