



Special Educational Needs and Disability (SEND) Policy

Burton Green Primary School is committed to meeting the special educational needs of learners and ensuring that all children with special educational needs make progress. In line with our mission statement, we aim to provide a caring, supportive and safe environment in which your child can develop and learn as part of their life-long learning journey. We want your child to know their talents and have ambition for their future.

We aim to

- help change long term outcomes for our pupils and local community.
- see happy, polite, well behaved children who develop the ability to make the right choices, are tolerant of others and understand the difference between right and wrong.
- develop in all children a resilience, positive self-image, excellent communication and social skills, self-control and strategies for managing their emotions.
- develop a caring attitude in all children towards their environment and an awareness of their part in protecting that environment.
- ensure that the interests of parents are considered through partnership, so they are informed and encouraged to share the responsibility for the education of their child and in doing so become an integral part of our school community.
- be a fundamental part of the local community. We want to be actively involved in our local community and we want our local community to be actively involved with the school.
- provide a balanced, varied and exciting curriculum which encourages independent learning and helps nurture our children's talent.
- deliver teaching and learning which is enjoyable, inspirational, challenging, meets the needs of every single pupil in school and is delivered by professionals who are passionate, keen to expand their own knowledge and have the children at the heart of everything they do.
- provide a safe, supporting and caring environment that focuses on high standards of progress and achievement, attendance, conduct, moral purpose, integrity and concern for others.
- provide clear, passionate and consistent leadership.
- 'set high expectations for every pupil' and 'use appropriate assessment to set targets which are deliberately ambitious.' (National Curriculum, 2014).



Roles and Responsibilities

The Governing Body has a responsibility to identify a governor who has oversight of special educational needs provision in the school and is responsible for ensuring that the full governing body is kept informed of how the school is meeting statutory requirements. This role is currently undertaken by Steve Cooke, who meets regularly with the Interim Headteacher (Kelsey Clarke-Davies) and SENDCo (Sarah Cope.) The SENDCo and the Headteacher work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy.

The SENDCo and Principal identify areas for development in special educational needs and contribute to the school's development plan. The SENDCo co-ordinates provision for all learners with special educational needs. (See the SEND Code of Practice Section 5:30, 6:32)

All staff are responsible for differentiating the curriculum for pupils with special educational needs, and for monitoring learners' progress. All teachers who have responsibility for areas of the curriculum review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff work closely with the SENDCo and Senior Leadership Team who will oversee this process.

Resources

The governors ensure that the needs of pupils are met by employing a SENDCo to work across the Hope Learning Trust. The SENDCo uses learners' [My Support Plan](#) or [Education Health and Care Plan](#) alongside Local Authority banding documents to identify the areas of pupil need and make appropriate provision. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

The governors ensure that moneys are set aside to develop resources in curriculum areas. In addition, the governors ensure that staff are kept fully up to date about SEND issues and undertake training. For example:

York SEND Network

Positive Behavior Management

Autism – Strategies for Mainstream Classrooms

Approaches to Well-being

Effective use of Teaching Assistants to support children with SEND



Training

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher/ SENDCo.

The SENDCo and Headteacher will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENDCo has received accreditation in achieving the National Award for Special Educational Needs Co-ordination and will continue to develop her skills through attendance at specialist training discussions with outside agencies and City of York Council.

Other teaching staff, including teaching assistants, will be kept up to date informally by the Headteacher/SENDCo and formally during regular staff meetings and training.

Admissions

Pupils with special educational needs will be admitted to the school in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school use their induction meetings to work closely with parents and previous settings to ascertain whether a learner has been identified as having special educational needs prior to transition. If the school is alerted to the fact that a learner may have a difficulty in learning they will make their best endeavors to collect all relevant information and plan a relevant differentiated curriculum.

To ensure access for learners or parents with disabilities the school has wheelchair accessible entrances and fob admission points. As part of the School's commitment to inclusion we regularly review our Accessibility Plan and make amendments based on individual need or potential risk.

Identification

All pupils at Burton Green Primary School receive quality first teaching. This means that a range of teaching styles and approaches are used and that appropriate learning objectives are set for all learners with a curriculum matched to their needs. Learners have access to different types of support in lessons, and often work in small groups or one-to-one with a Teacher or Teaching Assistant. Our teachers carry out various assessments and routinely check that all learners are making the required progress.

A learner may require additional special educational provision if;



- they have a significantly greater difficulty in learning than the majority of other learners of the same age
- and/or they have a disability which hinders them from making full use of educational facilities generally provided for other learners of the same age in a mainstream school.

When a learner has identified SEND before they start at Burton Green thorough communication and transition is maintained with the previous setting to ensure the learners' needs are fully understood and being met.

If a teacher identifies a learner within our school who is not making progress and may require special educational provision, they will make an internal referral to the SENDCo Sarah Cope. The SENDCo will employ methods of assessment such as observation, screening, assessments, and discussions with the learners, their parents and their teacher to identify their level of need. Learners may be placed on the SEND register and receive targeted support in the form of a Personal Provision Plan (PPP). Personal Provision Plans will be reviewed termly and parents will be invited to reviews. If they are unable to attend then a copy of the new PPP will be sent home and the parent's views will be welcomed.

In accordance with the SEND Code of Practice 2014, Burton Green has adopted a graduated approach to special educational provision with four stages of action: assess, plan, do and review.

If a learners' needs are more complex and cannot be met through a Personal Provision Plan, a My Support Plan will be set up and external agencies will be invited to contribute their views. This will be reviewed termly and parents will be invited to reviews.

Education Health and Care Plans

If, after a minimum of two My Support Plan review cycles, support has still not resulted in acceptable progress for a learner, a request for statutory assessment may be made to the Local Authority (City of York Council). This may lead to the creation of an Education Health and Care Plan (EHCP) for the learner. EHCPs may include allocation of additional funding for resources, including staff time, specialized equipment or attendance at an Enhanced Resource Provision. Extra provision will be reviewed annually and includes the views of the learners, parents, teacher, SENDCo and outside agencies.



Curriculum

As a mainstream school we ensure that every learner accesses our exciting and varied curriculum, including learners with additional needs. We do this by, for example, providing differentiated targeted support within lessons, and ensuring that our learning environment supports all learners. We consult with outside agencies to ensure that the physical learning environment can be accessed by all and update our Disability Equality and Accessibility Plans regularly. Where appropriate, all learners with special educational needs are supported by alternative resources and provision so that they can access the National Curriculum in the classroom with their peers. Where learners are working significantly below age related expectations individualized target work is set to ensure they make good progress alongside their peers. On occasions where it may be necessary for a learner to leave the classroom, either for a rest break or for intervention, they will access suitable quiet areas within school including the playground to support self-regulation and promote progress.

Extra-Curricular Activities

Burton Green ensures that all learners, including those who are vulnerable or who have special educational needs can access and enjoy extra-curricular activities. Reasonable adjustments are made to ensure that all learners are able to access extra-curricular activities. Examples of how this is done are listed below.

- Homework – expectations for all learners are high and all homework set is suitably challenging and differentiated. For learners with special educational needs who find doing school work at home too much, the option of completing their homework in school is given.
- Assemblies/ performances – the role any learners plays in an assembly or performance is dependent on their own views, however all learners have the opportunity to take part if they choose to do so.
- Trips/ Residential – Burton Green will make reasonable adjustments to ensure that all learners are able to participate in opportunities away from school premises. Thorough risk assessments are made prior to any school trip and these are discussed with both the SENDCo and a learners' parents or carers as necessary. A joint decision is made as to the correct level of support required to access learning off-site, based on individuals' needs.

Outside Agencies including Health Services



Outside agencies are independent of the school, and provide support over and above that available within school. Every Local Education Authority has to develop and publish a Local Offer setting out the support they expect to be available for local children and young people with special educational needs (SEN) or disabilities information. Details of York's Local Offer can be found at <http://www.yor-ok.org.uk/families/Local%20Offer/local-offer-original.htm>.

Educational Psychologist – can advise on further assessment and best practice to support within school. Their input is required for a Request for Statutory Assessment.

Educational Psychology Service

T: 01904 554320

E: educational.psychology@york.gov.uk

Specialist Teachers and Teaching Assistants – additional support for hearing impairment, visually impairment, physical or medical difficulties, autistic spectrum condition, behavior difficulties and dyslexia.

Specialist Teaching Team (York)

T: 01904 554204

E: sendept@york.gov.uk

Health Services – Occupational therapy, Speech and Language Therapy and Physiotherapy can provide specialized programs and assistance.

Children's Therapy Team, Child Development Centre, York Teaching Hospital

T: 01904 724366

W: <https://www.yorkhospitals.nhs.uk/childrens-centre/your-childs-hospital-journey/therapy-services/>

Mental Health Services – Limetrees Child and Adolescent Mental Health Service (CAMHS) can assess and offer advice on ADHD, ADD and Autistic Spectrum Condition. They also manage a Well Being Worker who leads in school Pastoral Support alongside the SENDCo and ELSA.

T: 01904 615300

York Parent Mentoring Service – Aims to match volunteer mentors with families in York who have a disabled child/young person or child/young person with additional needs.

T: 01904 552787



W:

<http://www.yorkworkforcedevelopment.org.uk/Parents/Disability%20and%20Additional%20Needs/family-life-and-useful-services.htm>

York SEN And Disability Information, Advice & Support Service Sendiass - Contact information

T: 01904 554312 / 555698 / 07920185325

E: yorksendiass@york.gov.uk

Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCo (Sarah Cope) will become involved and attempt to resolve any issues.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Interim Headteacher, Kelsey Clark-Davies. The Chair of Governors, (Steve Cooke) will be involved after other avenues to resolve the situation have been exhausted.

In summary, if you have a concern please contact the school in the following order:

- Your child's class teacher
- Sarah Cope, SENDCo – sencopopouse@york.gov.uk
- Kelsey Clark-Davies, Interim Headteacher
- Steve Cooke, Chair of Governors – appointment available through school

For further advice, parents and carers can contact the York S.E.N And Disability Information, Advice & Support Service on 01904 554312 or by emailing yorksendiass@york.gov.uk.