

SEND Policy

Bridgewater Park Primary School



Bridgewater Park
Primary School

GROWING AND LEARNING TOGETHER

Reviewed – September 2022

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1. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

1.1 School beliefs and values

We aim to be an excellent school at the heart of our community, striving for all children to achieve their highest potential driven by our Core Power Values.

At Bridgewater Park Primary School, we hold the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to ensure that children with SEND get the support that they need. At Bridgewater Park Primary all teachers are responsible for every child in their care, including those with special educational needs.

The following core values are at the centre of everything that we do and seek to achieve for all of our learning community: -

Kindness

Respect

Aspiration

Resilience

Integrity

Collaboration

Listen

We aim to be a school where:

- All children, including those with SEN or disability secure good outcomes academically, socially and personally
- Everyone achieves their full potential
- Teaching and learning is personalised, creative, challenging and fun
- Children are inspired and supported to develop interests and skills both in and outside school
- Positive links with the local community create strong partnerships

- A sense of mutual respect, care and responsibility is shown for everyone and everything in school
- Children can contribute positively to a changing society
- Everyone in school feels safe, supported, valued and happy
- Children are supported to make informed decisions for a healthy lifestyle- physically, emotionally, socially and academically
- We are leaders in best educational practice

2. Legislation and guidance

This policy 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, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association as part of The Heath Family Multi Academy Trust.

3. Definitions

A pupil has SEND 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

4. Roles and responsibilities

4.1 The SENDCO:

Parents and carers can have regular contact with Ashleigh Hudson via email on ahudson@BWP.theheathfamily.org.uk and may make an appointment to meet with her if they would like to discuss any SEND related issues at Bridgewater Park Primary School.

They will:

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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 Principal 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 SEND up to date

4.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND 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 SEND and assessing their needs

At Bridgewater Park we believe in early identification of special educational needs. Every child's attainment will be assessed on entry to school so that the foundations during the child's pre-school years can be built on. If a child has already been identified as having a special educational need in their Early Years setting, then the class teacher and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify the correct provision and support for a child
- Use assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning to secure good outcomes

The first response to any concern about a child's learning is quality first teaching targeted at any area of weakness. Where the child's progress continues to be a concern, the class teacher together with the

SENDCO, should assess whether the child has special educational needs and whether this means that they should be placed on the register as SEND support. All teaching staff are alert to difficulties which may emerge as the child develops and will take this into account. In addition to this, class teachers have the opportunity to discuss pupil progress and achievement at pupil progress meetings with the Principal and SENDCO. This provides opportunity for discussion around pupil progress and to consider if there may be any SEND that have not yet been identified.

Bridgewater Park supports parents and carers to share their concerns about their child's development. If a parent or carer has concerns, then they should be logged with the child's class teacher in the first instance. If the difficulty persists then the class teacher will share this with the SENDCO who may complete some further assessment and investigation of the child to see if there are any SEND which have not been assessed.

During this process the school will not delay in putting into place extra teaching or rigorous intervention designed to accelerate their learning. The child's response to this may also help to inform the identification of SEND.

What SEND is not

- Slow progress and low attainment does not necessarily mean that a child has SEND and will not automatically lead to a pupil being recorded as having SEND.
- If a child has a disability, this does not automatically mean that they have a SEND and should be registered on the school's SEND register (See Disability Equality Scheme and Access Plan)
- Where a child is persistently absent or late for school, this does not mean that they have a SEND (See Attendance Policy)
- Health and welfare needs
- Difficulties related solely to limitations in English as an additional language are not SEND
- A child in receipt of Pupil Premium Grant
- A child who is Looked After by the Local Authority
- Being a child of a Serviceman/woman

5.3 Consulting and involving pupils and parents

At every stage of the special educational needs process, the school keeps parents and carers fully informed. We take into account the wishes, feelings and knowledge of parents and carers at all stages. We encourage parents and carers to make an active contribution to their child's education and have termly meetings to discuss the progress of children with SEND.

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 SEND support.

Parents and carers can also have regular access to the school SENDCO via email and may make an appointment to meet with the SENDCO.

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 class or subject teacher will work with the SENDCO 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, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Our approach involves: providing additional visits for children entering school to nursery, planned transition visits and home visits for children new to the school. For children moving to secondary we support children too by liaising with their new tutors and passing on all information both academic and pastoral. Children have the opportunity for extra transition days.

We closely monitor children's destination data and ensure that the receiving school has all of the information they require to support the child in their new setting.

5.6 Our approach to teaching pupils with SEND

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 SEND. This will be differentiated for individual pupils through the use of the McKie Mastery approach.

We will also provide the following interventions:

- WELLCOMM
- Pre teach sessions
- Speech and Language Therapy Sessions
- Auditory and Visual Memory
- Sensory room access
- Sensory equipment in classrooms
- JIGSAW resilience SEMH interventions
- SUMDOG interventions
- Individual behavior provision
- Concrete resources to support learning

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. All classes follow the McKie Mastery approach throughout the day and this is applicable to both core and foundation subjects. This approach ensures learning is appropriate to ability and lessons are chunked enabling all children to access their learning.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, pencil grips, writing slopes 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

We work with the following agencies to provide support for pupils with SEND:

- Woodview Child Development Centre
- Paediatric Service at Lister Road
- CAMHS – Child and Adult Mental Health Services
- Chatterbug Speech and Language Therapy
- Halton SEN Service
- Educational Psychology Service
- Halton Behaviour Service
- Morning intervention support

5.9 Expertise and training of staff

Our SENDCO is allocated time to manage SEND provision.

In the last academic year, staff have been trained on identifying SEND needs, adapting teaching to respond to the needs of all children, positive behavior management and effective support plan writing.

5.10 Securing equipment and facilities

At Bridgewater Park we run a morning breakfast club. This breakfast club is free of charge and runs from 8:15am.

Our school also has two group rooms which allow for interventions to take place on a 1:1 basis or as a small group. Alongside this the school has its own sensory room which pupils can access during the day.

Bridgewater Park offers a range of after school clubs which are inclusive for all children.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 8 weeks
- Using pupil questionnaires
- Monitoring of quality first teaching by the Senior Leadership Team.
- Using TPG's and support plans to monitor progress against targets.
- Holding annual reviews for pupils with EHC plans
- Using both formative and summative assessment strategies to track ongoing progress and development

Bridgewater Park Primary School is committed to continually reviewing and monitoring the effectiveness of its SEND provision. Ongoing monitoring is completed to ensure that all children receive an engaging, challenging curriculum. The following is completed by the SENDCO, along with the Principal and SEND Governor:

- Observation of lessons and intervention sessions
- Discussion and interviews with children receiving SEND support
- Staff auditing of skills and training needs
- Sampling of parental views
- Review of SEND support plans

- Evaluation of the SEND Action Plan

The SENDCO will report findings back to Governors and agree any actions arising.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

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 go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

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

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:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of all after school clubs to promote teamwork/building friendships etc.
- Pupils with SEND are encouraged to be a Perfect Prefect and Anti-Bullying Ambassador
- All pupils with SEND take part in and contribute to Enrichment week activities.

We have a zero tolerance approach to bullying therefore Bridgewater Park Primary School aims to resolve any incident of bullying quickly.

Bridgewater Park aims to promote an inclusive ethos where all children feel included, happy, safe and secure. Through promotion of Spiritual, Moral Social and Cultural education, the school promotes the core British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance.

Staff will also provide regular whole school assemblies related to disability to promote awareness and tolerance.

5.14 Working with other agencies

We work with the following agencies to provide support for families and pupils with SEND:

- Woodview Child Development Centre
- Paediatric Service at Lister Road
- CAMHS – Child and Adult Mental Health Services
- Chatterbug Speech and Language Therapy
- Halton SEN Service
- Educational Psychology Service
- Halton Behaviour Service
- Family Support Workers
- ICART
- Social Services

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. 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 SEND

Parents and carers are encouraged to use and familiarise themselves with the Local Offer for Halton. This can be accessed online: <http://localoffer.haltonchildrenstrust.co.uk/> for parents and carers who do not have access to the internet, this can be accessed through school via an appointment with the SENDCO. The Local Offer details all of the services available within Halton for children and young people with SEN and disability.

5.17 Contact details for raising concerns

The complaints procedure can be found on the school's website. If a pupil, parent or carer or member of staff has a complaint related to SEN or disability they should contact the SENDCO in the first instance so that any issue or concern can be addressed and resolved quickly. This will be logged and recorded including the details of how the problem is resolved. The details of any complaint will be shared by the SENDCO with the Principal. If the complaint is related to a SEND concern regarding the SENDCO this should be taken up directly with the Principal. If the complaint is related a matter of SEND against the Principal, the complaint should be taken to the Chair of Governors.

5.18 The local authority local offer

Our contribution to the local offer is: <https://localoffer.haltonchildrenstrust.co.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed by Karen Murphy (principal) **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: <http://www.bridgewaterpark.halton.sch.uk/page/send/48416>
- Behaviour: <http://www.bridgewaterpark.halton.sch.uk/page/policies/48745>
- Equality information and objectives: <http://www.bridgewaterpark.halton.sch.uk/page/policies/48745>
- SEND Information Report can be obtained online by accessing the following link: <http://www.bridgewaterpark.halton.sch.uk/page/send/48416>
- Safeguarding Policy <http://www.bridgewaterpark.halton.sch.uk/page/policies/48745>
- Supporting Pupils in School with Medical Conditions Policy, October 2014 (available on request from the school office)
- Teaching and Learning Policy
- Assessment for Learning Policy