

Bournmoor Primary School

Special Educational Needs Policy

Reviewed:	October 2026
Date for next review:	October 2027
Headteacher:	Mrs L Snowdon
SENCO:	Miss H Purdy
Chair of Governors:	Mrs L Carr

INTRODUCTION

At Bournmoor Primary School we are committed to the equal inclusion of all pupils in all areas of primary school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND). To support pupils with SEND to achieve their full potential, and thrive in our school, we aim to follow the 10 characteristics for effective provision:

- Prioritise the leadership of SEND to have high expectations and ambitions for all our pupils.
- Ensure strong teaching and learning and provide a relevant and flexible curriculum. Invest in teacher development to allow this to continue.
- Work with pupils and parents/carers by ensuring frequent open and honest communications with them and give opportunities for pupil voice.
- Evaluate and impact of interventions and make adjustments to the provision accordingly.
- Track and monitor progress of pupils with SEN across different subjects. Use this to identify patterns of achievement across different SEN groups.
- Use rigorous assessment and identification.
- Use resources effectively i.e. develop highly trained teaching assistants and employ high quality administrative support. Use a graduated approach to interventions.
- Develop on-site expertise to balance the SEN team with a range of expertise and share knowledge through external partnerships, ensuring that families know to contact Mrs Snowdon (Special Needs Co-ordinator) for information and advice.
- Ensure precise identification of SEN pupils and match them with an appropriate intervention. Assess effectiveness of classroom teaching before deciding if a child has SEN.
- Co-ordinate provision and use a clear system of referral. Channel referrals through a single route.

DEFINITIONS

In accordance with Durham L.A.'s document S.E.N. Assessment and Provision we recognise that the term "Special Educational Needs" can be understood by reference to three key definitions.

A child has a learning difficulty if he/she:-

1) "has significantly greater difficulty in learning than the majority of children of his or her age"

2) "has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided in schools within the area of the Local Education Authority concerned for children of a similar age"

3) "is aged under five and falls into one of these categories, or is likely to later, if special pre-educational provision is not made".

4)" educational provision which is in addition to, or otherwise different from, the provision made generally for children of similar age."

Children must not be regarded as having learning difficulties solely because their home language, is different from that in which they are taught.

SCOPE

This statement includes all teaching/non-teaching staff, governors, parents and outside agencies who have relevance to the children with special educational needs.

ENTITLEMENT

The 1988 Education Reform Act entitles all children and young people to a broad and balanced curriculum. The National Curriculum is the means whereby this is to be achieved. At Bournmoor Primary School we are committed to the achievement of this entitlement by ensuring maximum participation in the National Curriculum by all pupils with special educational needs. We intend that only in the most exceptional circumstances is any modification or disapplication of the National Curriculum to be considered. We work towards developing curriculum opportunities for pupils with special needs beyond those offered by the National Curriculum in line with Authority and school policy statements.

The Government introduced legislation about the provision made for children and young people with SEND (Special Educational Needs and Disabilities). These changes cover children and young people aged 0-25. All schools, academies, colleges, universities, early years providers and health and care professionals need to follow the new SEN Code of Practice. We work towards establishing our policy and practice to ensure an efficient use of all resources to effectively meet this obligation. The 2015 Children and Families Bill aims to ensure children and parents are at the heart of the decision making process. We also adhere to the 2010 Equality Act legislation to ensure equality of opportunity for all our pupils.

PARTNERSHIP WITH PARENTS

We believe that parents whose children have special educational needs also have entitlements which include access to relevant information, professional guidance on pupil needs and an expectation that those needs will be met. We regard parents as partners. Their knowledge, views and experience are vital and they must be involved actively in any decisions affecting their children's development. Effective assessments and provision will be secured where there is the greatest possible degree of partnership between parents, their children and other supporting agencies. We will have due regard for the Special Needs Code of Practice our duties towards all pupils with special educational needs, and ensure that parents are made aware that provision is being made for their child.

The school will make available, to all parents of pupils with SEN, details of the support available through the LEA and outside agencies through our SEND provision. This can be viewed on our website or by talking to Miss Purdy, Special Needs Co-ordinator www.bournmoor.durham.sch.uk

AIMS and OBJECTIVES

Aims

Our aims for children with SEND are the same as for all the other children in our care, but we recognise that we may have to adapt the methods of teaching and the pace of learning for these children to take account of their needs. To do this we must:

- identify the child's needs.
- inform all interested parties.
- have a means by which to implement an effective response.
- record and monitor the effectiveness of any action taken.
- ensure that all curriculum policies include strategies for meeting the needs of all children including those with special educational needs.
- develop an approach to curriculum delivery which ensures that each member of staff
-recognises and accepts professional responsibility for meeting children's special educational needs.

- develop an atmosphere of encouragement, acceptance and respect for achievement and a sensitivity to individual needs in which children's self-esteem and self-confidence grow and in which pupils feel that it is acceptable to make mistakes as they learn.

Objectives

To:

- operate within the statutory and Local Education Authority procedures for identifying and assessing those children who may have special educational needs
- formulate consistent and objective strategies for identifying all children who have special in the identified areas of:
    - Cognition and Learning
    - Communication and Interaction
    - Social, mental and emotional health
    - Sensory and/or physical

- provide curricular programmes and evaluate their effectiveness in meeting children's special educational needs.
- review learning outcomes to monitor individual progress on a regular basis.
- ensure that the school prospectus makes reference to policy statements and arrangements for meeting children's special educational needs and policies are on our website.
- identify staff training needs in the allocation of the in-service training budget.
- offer training to meet the broad range of special educational needs.
- target training for individuals and staff groups and participate in area in-service activities designed to meet children's special educational needs.
- allocate an appropriate proportion of resources in order to meet identified special.
- develop strategies for implementing the principle of 'parents as partners'.
- develop our sensitivity towards the beliefs, hopes and fears of parents and the fostering of a relationship where school and home work in partnership ensuring equality of opportunity.
- work collaboratively with other agencies and professionals.
- develop systems to ensure progression and continuity both within and between establishments.

For children who have Statements of Special Educational Needs (Educational Health Care Plans) we have additional responsibilities to:

-ensure that the educational provisions of the Statement (EHCP) are met, in consultation with other agencies where appropriate.

-ensure that the statement is reviewed at least annually and that changes in need are notified to the Local Education Authority.

-work in close collaboration with parents.

-ensure that children with Educational Health Care Plans receive their entitlement to the National Curriculum and the whole curriculum.

RESPONSIBILITIES.

The Governing Body

- with the Head Teacher, decide the school's general policy and approach to meeting pupil's special educational needs for those with and without an Education Health Care Plan.
- set up appropriate staffing and funding arrangements.
- oversee the school's work either through a specific governor or a sub-committee.

- promote high standards for all pupils, in the school including those with special educational needs.
- set objectives for the head teacher through the performance management framework. These should include objections for leadership, management, pupil achievement and progress and will also relate to priorities in the school development plan. All these objectives should include SEND.
- ensure the school has a "responsible person" who makes sure that those who are likely to teach a pupil with a statement of special educational needs are informed about the Statement.
- does its best to ensure that the necessary provision is made for any pupil who has special educational needs and this is reported to parents.
- ensure that teachers in the school are aware of the importance of identifying and
    - providing for those pupils who have special educational needs.
- consult, as appropriate, the LEA and the governing bodies of other
    - schools when it seems to them necessary or desirable in the interests of co-ordinated
    - special educational provision in the area as a whole.

IDENTIFICATION, ASSESSMENT AND PROVISION

EARLY IDENTIFICATION

Early identification of pupils with SEND is a priority. The school will use appropriate screen assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment.
- Working with outside agencies including medical professionals.
- Their performance in national curriculum against age related expectations.
- Pupil progress in relation to objectives in the National Literacy / Numeracy
    - curriculum
- Standardised screening or assessment tools.

SEND PROVISION

On entry to Reception, children are assessed using The Foundation Stage Profile as a Baseline Scheme. Records from previous schools will be used when children transfer from another primary school and maths and literacy will be assessed within a half-term.
On entry to the school each child's attainment will be assessed. This will help to inform the teacher of child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. The records provided help the school to design differentiated learning programmes. For pupils with identified SEN the SENCO / class teacher needs records to:

- Provide starting points for an appropriate
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on
- achievements for planning next steps in learning
- Involve parents in a joint learning approach for home/school

THE RANGE OF PROVISION PROVIDED FOR PUPILS WITH SEND

The main methods of provision made by the school are

- through an adapted and amended curriculum
- Full-time education in classes, with additional help and support by class teacher
- Periods of withdrawal to work with a support teacher

- Small group/individual work with HLTA/Teaching Assistant in
    - the library or interventions rooms planned by class teacher
- In-class support with adult assistance
- Support from specialists within a class or as part of a withdrawal programme
- Support by TA for physical disability

MONITORING PUPIL PROGRESS

Teaching SEN pupils is a whole-school responsibility. The core of the teachers' work involves a cycle of planning, teaching and assessing, taking into account the differences in pupil's abilities and interests. Some pupils may need increased levels of provision and support. Progress is the crucial factor in determining the need for additional support.

Adequate provision is needed which:

- Narrows the attainment gap between the pupil and their peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the baseline
- Equals or improves the pupil's previous rate of progress
- Ensures full curricular access

Where teachers decide that a pupil's learning is not progressing as expected, the SENCO is the first to be informed. SENCO and teacher will review the approaches adopted. Where support additional to that provision is required, it will be provided through a SEN Support Plan. If, after further assessment, the school will consider requesting Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is described in appropriate sections of this policy. The school also recognises that parents have a right to request a Statutory Assessment.

SEN Support Plans are characterised by interventions that are different from or additional to the adapted curriculum. This intervention can be triggered through concern with supporting evidence that, despite receiving amended teaching pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent social, mental and emotional health needs
- Have Sensory/physical problems, and make little progress despite the provision of
    - special equipment
- Experience communication and/or interaction problems and make little or no
    - progress experiencing a differentiated curriculum
- Show communication and interaction difficulties
- Show difficulties with cognition and learning
- Sensory and/or physical issues

If the school decides, after consultation with parents, that a pupil requires additional support to progress the SENCO in collaboration with teachers, will support the assessment of the pupil and give input in planning future support. The class teacher will remain responsible for writing and delivering differentiated learning and parents will be closely informed of the actions taken.

USE OF SUPPORT STAFF

Mrs Kathryn Winter – Teaching Assistant
Mrs Angela Scott – Higher Level Teaching Assistant

NATURE OF INTERVENTION

The SENCO, in collaboration with the class teacher, will decide the action needed to support pupil progress. Based on the results of previous assessments, the actions might be:

- deployment of extra staff to work with the pupil
- providing alternative learning materials/special equipment
- group support
- provision of additional adult time in devising interventions and monitoring their effect
- staff development/training to undertake more effective strategies
- access to local authority support services for advice on strategies, equipment or staff training
- IT packages to support learning

SEN Support PLANS

Strategies for pupils' progress will be recorded in a SEN Support Plan using the Durham format containing information on:

- Short term targets
- Teaching strategies
- Provision made
- Date for review
- The success and, or exit criteria
- The outcomes recorded at review

The plan will record only that which is different from or additional to the normal amendments and adaptations and will concentrate on three or four individual targets that closely match the pupils' need as discussed with the pupil and the parent. SEN Support Plans are characterised by a sustained level of support and, where appropriate use of external services. Placement of a pupil at this level will be made by the SENCO and parents will be consulted. External support services will give advice for a Support Plan and provide specialist inputs to the support process where required.

Intervention will usually be triggered through continued concern, supported by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil

- still makes little or no progress in specific areas over a long period showing issues with cognition and learning
- continues to work at national curriculum levels considerably lower than expected for
    - pupils of similar age
- continues to experience difficulty in developing literacy/numeracy skills
- has emotional/social/mental problems that often substantially impede own learning or
    - other children's learning and this may be despite having individualised support
- has sensory or physical needs requiring additional specialist equipment or visits/
    - advice from specialists
- has communication or interaction problems that impede the development of social
    - relations presenting barriers to learn

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide assessments and advice, and possibly work directly with the pupil. Parental consent will be sought throughout this process and additional information required. The resulting plan will incorporate specialist strategies. These will be implemented by the class teacher but involve other adults. Where appropriate we may well request direct intervention/support from a specialist/teacher.

REVIEWING PLANS

SEND Support Plans will be reviewed termly, coinciding with a Parents' Evening. The school will endeavour to hold the reviews in an informal manner and a comment on their child's progress will be actively sought. Wherever possible or appropriate the school will involve pupils in this process.

STATUTORY ASSESSMENT – Moving to an Educational Health Care Plan (EHCP)

- Children with diagnosed SEND, whose needs are greater than those met by a SEN Support Plan, are given a personalised Education, Health and Care Plan (EHC Plan). This replaces the old 'Statements'.
- The EHC Plans are focused on outcomes and are evidence-based.
- The EHC Plan outlines how the plan will be implemented.
- The EHC Plan are worked out jointly between the school, the NHS and the child's family.
- Parents get a say in what provision would be best for their child as parent's views are an essential part of this process.
- Schools receive funding for these children and parent views on how this would be best used are sought.

BEST PRACTICE IN DEVELOPING AN EDUCATION HEALTH CARE PLAN

- Schools and healthcare professionals will have shared responsibility for children in their care.
- They are expected to work together with the child and their family to get the best possible outcome for the child.
- When a child is diagnosed with or suspected to have SEND, the teacher, child, parents and relevant NHS workers should meet to assess the child and decide on an Education, Health and Care Plan.
- Within school, teachers are responsible and accountable for the progress made by each child in their class, including children with SEND. The Teacher and SENCO should work together to ensure appropriate provision is made for SEND pupils.
- The quality of teaching for pupils with SEND and the progress made by these pupils should be a core part of the school's performance management and training for all staff.

REQUEST FOR STATUTORY ASSESSMENT

The school will apply to the inclusion panel for a Statutory Assessment from the LA when,
despite an individualised programme of sustained intervention, the child remains a significant cause for concern. Statutory Assessment might also be requested by a parent or outside agency. The school will make the following information available.

- the action followed with respect to SEND Support Plan
- the views of parents
- where possible, the views of the child
- records and outcomes of regular reviews undertaken
- information on the pupil's health and relevant medical history
- attainment and progress data
- other relevant assessments from specialists such as support teachers and educational psychologists
- social services/educational welfare service

- any other involvement by professionals
- extra funding for support for a Statement of Special Educational Need will normally be
    - provided where after a Statutory Assessment the LEA considers the child requires
    - provision beyond what the school can offer. However, a request for a Statutory

  Assessment does not inevitably lead to an Education Health Care Plan.

REVIEWS OF EHC PLANS

Plans must be reviewed annually as well as the regular sharing of information with parents. The LEA will inform the Headteacher at the beginning of the school term of the pupils requiring reviews. The Headteacher will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The SENCO
- Health care professionals e.g. school nurse
- A representative of the LEA - usually the Educational Psychologist
- Any other person the LEA considers appropriate
- Any other person the Headteacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the outcomes on the plan.
- Review the provision made for the pupil in the context of the National Curriculum and their attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing plan in relation to the pupil's performance/development over the year, and whether to cease, continue, or amend it
- Set targets for the coming year working with all the relevant parties, including family
- Focus on the transition into Secondary (if the pupil is in Year 5 or Year 6) to ensure parents can liaise with the Secondary school staff so the child has opportunities to support them into the next phase of their learning. This will also indicate the provision required in Secondary school and allow parents to meet the SENCO from the Secondary school
- With due regard for the time limits set out in the Code, the Headteacher will write a report of the review meeting and send it, with any supporting documents, to the LA. The school respects the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP.

ROLES AND RESPONSIBILITIES

The SEND Co-ordinator - Miss Heather Purdy

Mrs Laura Snowdon (Headteacher) and Mr Oliver Seaton (Deputy Headteacher) - data analysis to monitor SEND pupil progress and effectiveness of interventions

The SENCO in school is responsible for:

- the day to day operation of the school SEN policy
- liaising with and advising fellow teachers
- co-ordinating provision for children with special educational needs with all staff
- overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs

- contributing to the In-Service training of staff
- liaising with external agencies including the educational psychologist, medical and social
    - services and voluntary bodies, and other support agencies.

For effective co-ordination staff must be aware of:

- the role of the participants
- the procedures to be followed
- the responsibility all teachers have in making provision for SEN pupils
- the commitment required by staff to keep the staff well informed about pupil's progress
- mechanisms that exist to allow teachers access to information about SEN pupils
- what exactly constitutes a 'level of concern' at which point school action is initiated
- mechanism that exists to alert SENCO of such levels of concern
- the procedure by which parents are informed

THE ROLE OF THE CLASS TEACHER

The code of practice clearly acknowledges the importance allocated to the teacher whose responsibilities include:

- being aware of the school's procedures for the identification and assessment of, and provision for, SEND pupils
- collaborating with the SENCO to decide what action is required to assist the SEND pupils
- working with the SENCO to collect all available information on the SEND pupil in collaboration with the SENCO/outside agencies, develop plans for SEND pupils
- working with SEND pupils on a daily basis to deliver the individual programme set out
- developing constructive relationships with parents
- being involved in the development of the school's SEND policy

THE ROLE OF THE HEADTEACHER

The Headteacher's responsibilities include:

- the day-to-day management of all aspects of the work of the school, including the SEND
- keeping the Governing Body well informed about SEND within the school
- working closely with the SEND team
- informing parents of the fact that SEND provision has been made for their child
- ensuring that the school has clear and flexible strategies for working with parents and that strategies encourage involvement in their child's education

OTHER INDIVIDUAL NEEDS

Pupils whose first language is not English.

Children whose first language is not English require careful consideration when making assessment of special educational needs. Lack of competence in English must not be equated with learning difficulties as understood in the Code. Care should be taken to consider the child within the context of his or her home, language, culture and community.

Staff Development

The Code recognises the need for staff development and in-service training for the SEND co-ordinator, teaching and non-teaching staff, and governors. The school identifies individual and school training needs and indicates how these will be addressed through performance management and the School Development Plan. Records of SEND training are kept in staff CPD records.

SPECIAL EDUCATIONAL NEEDS SUPPORT SERVICE (Bournmoor SEND Provision)

Where necessary, the expertise of the agencies below will be sought to identify, assess and make provision for S.E.N.D. children:

- specialist teachers of children with hearing, visual, speech and language impediments
- general learning, ASD, SPLD and social/emotional support services
- educational psychologists
- advisers or teachers with a knowledge of ICT for SEN children

This information is available on our website (copies can be obtained from school) where it details who we work with to provide SEND support. This information is part of our 'Local Offer'.

LIAISON LINKS

Other Support Services and Outside Agencies

Appropriate support agencies will be involved as necessary in the steps taken to fulfil the special educational needs of the pupils, as recommended in the 2014 Code of Practice:
Links with Health and Social Services and the Education Welfare Service and our Parent Support Advisor (Claire Donnelly).

Links with other schools

On transfer to the secondary sector, or to another primary school, the records of all pupils are collated and sent on. Individual secondary schools have their own arrangements for introducing staff to pupils and parents. Those children going to Hermitage Academy, Houghton Kepier, Biddick Academy, Park View Academy, etc visit the school as part of their transition. Their Head of Lower School/Head of Year/SENCO contacts us and receives report on each pupil.

ADMISSIONS

Children are admitted to the school based on the criteria set out within the County Admissions Policy (available on our website and through school). Bournmoor Primary School prides itself in being inclusive and will endeavour to support every pupil who is currently in our school or considering joining us. Further details of how we support pupils with SEND are available in our Equality Policy and through discussion with Mrs Snowdon (Headteacher) and Miss Purdy (SENCO).

COMPLAINTS

Complaints are dealt with as indicated within the School Complaints Policy. We encourage parents to contact their child's teacher or the Headteacher if they have a concern which has not apparently been noted in school. Any complaint or queries concerning policy or implementation should be addressed to the Headteacher.

CRITERIA FOR SUCCESS

This will be measured by:

- maintaining an effective system for identification and assessing pupils where an audit is made annually which includes views of parents and pupils.

- keeping accurate and confidential records of those children on the SEN register.
- producing well defined, realistic and achievable individual educational plans where positive.
- progress can be clearly identified and this creates a school atmosphere in which pupil's individual differences are recognised and valued and parents are an integral part of the process.

SEND POLICY REVIEW

The school undertakes a regular review of both policy and practice in conjunction with the governing body.