



Burscough Bridge Methodist School

SEND Policy

October 2023

Reviewed Annually

LET YOUR LIGHT SHINE TO ALL

(John Wesley)



Burscough Bridge Methodist School is an inclusive school.

We take safeguarding very seriously. All of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Contextual Information

Burscough Bridge Methodist School is a small primary school serving a rural catchment area in the village of Burscough with 42 children on role. It has 4 teaching staff and 3 teaching assistants. Mrs Tyrer is the Headteacher and Mrs Murphy is the SENDco.

The SEND team at Burscough Bridge Methodist Primary School

The person responsible for managing SEND provision (SENDco) is Mrs Murphy working in close partnership with Mrs Tyrer (Headteacher)

SEN Governor: Mr M Hayman

Designated Lead for Safeguarding: Mrs Tyrer

Children Looked After (CLA) Lead: Mrs Tyrer

Children with Medical Needs: Mrs Tyrer

Special Educational and Disability Officer (SENDO) from the Local Authority:
Suzanne Briggs

Headlines from the 2014 Code of Practice.

From September 2014:

No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.

School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS).

All children at Burscough Bridge Methodist School are closely monitored and their progress is tracked each term during our pupil progress meetings. Those at SENS are additionally tracked by the Headteacher and SENDco.

**There are four broad categories of SEN:
Communication and interaction
Cognition and learning
Social, emotional and mental health
Physical and sensory**

How do we define SEND?

The 2014 Code of Practice says that:

A person has SEN if they have a learning ability which calls for special educational provision to be made for him or her. At compulsory school age this means that he or she has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

2014 SEN Code of Practice: 0 to 25 years –Introduction xiii and xiv

SEND at Burscough Bridge Methodist School

Intent of the policy:

We aim to raise the aspirations and expectations for all pupils with SEND and to focus on ensuring the progress they make is as good, or better than that of their peers.

We at Burscough Bridge Methodist School are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement and the ethos of our school:

‘Let Your Light shine to all’ (John Wesley)

Through exciting opportunities in lessons and the wider curriculum our children become well rounded, caring changemakers in our world. Each child is at the heart of all we do to ensure they become the best they can be and are meant to be.

Our objectives are:

To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;

To ensure that every child experiences success in their learning and achieves the highest possible standard.

To raise aspirations and expectations for all pupils with SEND.

To operate a ‘whole pupil, whole school’ approach to the management and provision of support.

To enable all children to participate in lessons fully and effectively

To value and encourage the contribution of all children to the life of the school

To work in partnership with parents

To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the policy statement for SEND.

To work closely with external support agencies, where appropriate, to support the need of individual pupils

To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils including newly employed staff.

To ensure that all staff follow guidelines set within the SEND policy.

Identifying children at SEND (SEN Support)

Children with SEN are identified by one of four assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDco and a plan of action is agreed.

Class teachers are continually aware of children’s learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- 1) On entry to school.
- 2) Is significantly slower than that of their peers starting from the same baseline.
- 3) Fails to match or better the child's previous rate of progress.
- 4) Fails to close the attainment gap between the child and their peers.

Time is set aside for all staff to discuss pupil's progress and any intervention that may be required. All staff work closely with the SENDco.

How do we work with children with SEND at Burscough Bridge Methodist School?

Our aim is to work closely with parents to ensure that we take into account the child's own views and aspirations and the parent's experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child. Teachers are expected to assess, plan and teach all children at their next level which allows them to make progress with their learning. This is called 'Quality First Teaching.' In addition to this, we implement some focused interventions to target particular skills. We have high expectations of all of our children

We pride ourselves on staff being available daily with an open door policy that creates an efficient handover each morning which gives the best opportunity for the child to have a successful day at school.

At parents meeting, parent / carers have the opportunity to have a separate appointment with longer time for discussion where needed.

All teachers have responsibility for teaching children with special educational needs.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- Formally let them know that their child is being placed at SENDS
- Discuss assessments that have been completed
- Agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Information about additional support can be accessed through the LA Local Offer. (See school website)

The Headteacher and SENDco will support families in obtaining additional support from external agencies and support groups.

We play a large role in the smooth transition of all children from pre-school to reception and from primary school to secondary school. We give extra attention for those children with SEND and working with external providers.

Through discussion with parents / carers we aim to ensure that we have a sensible approach to homework and will work with parents to find a working model for their child.

Targeted Intervention

If we feel it is appropriate, children may receive targeted intervention. This may be run in the classroom or in sessions outside of whole class learning. They are teacher led and may be delivered by a teacher or a teaching assistant. These are usually small group sessions with a specific target to help children to make progress.

Interventions sessions and their impact are monitored closely by subject leaders, Headteacher and SENDco.

Parents are informed when their child is receiving intervention. They are aware of the intent of the intervention and the impact is shared.

For higher levels of need school may liaise with external agencies and professionals.

Moving to an EHCP (Education, Health and Care Plan)

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is 'Looked After' or experienced 'Adverse Childhood Experiences' and therefore additionally vulnerable
- The child has a disability which is life long and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face

What is NOT SEND but may impact on progress and attainment;

Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour is not an acceptable way of describing SEND. Any concerns relating to a child or young person’s behaviour will be described as an underlying response to a need which we aim to identify and meet.

Admissions

Pupils with Special Educational Needs will be admitted to Burscough Bridge Methodist School in line with the school admissions policy and the requirements of the SEN and Disability Act. Parents can obtain the Accessibility Plan from the School Office and this is reviewed annually. School will use induction meetings to work closely with parents to ascertain whether a child will go onto the SEND register.

Access to Exams

SEND children will have appropriate support to enable them to access exams. The Headteacher, class teacher and SENDCo are responsible for the arrangements that have to be made.

Supporting Children with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs or disability (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. [See Policy for Children with Medical Conditions]

All children, including children with SEND, are given access to the full life of our school including: clubs, assembly, plays / productions, trips, swimming, school teams and sport.

Monitoring and Evaluation of SEND

The quality of provision for SEND is evaluated annually when the policy is updated. The SEN Governor meets regularly with the SENCO to discuss the termly SEND Report to the Governors.

SEND Funding and Training

Allocation of funding for SEN is decided by the headteacher and reviewed by Governors.

SENDco attends all LA training and network meetings. Training needs for staff is decided by the headteacher and staff are sent on courses to update their skills as the need arises.

The SENDco is responsible for the operational management of the specified resourcing for special needs within the school including the provision for children with EHCPs. The headteacher and SENDco meet regularly to agree on how to use funding related specifically to staffing and the input to the School Development Plan.

Storing and Managing Information

Documents are stored securely in school. Hard copies of documents are kept in a locked cabinet. Electronic copies of documents are password protected. Electronic transfer of records is done securely.

Complaints Procedure.

If a parent has a complaint regarding any aspect of Special Needs this can be discussed with the class teacher in the first instance, followed by the Head teacher and the SENDco if the concern continues. Complaints can also be brought to the attention of the SEN Governor in writing if the concern is unresolved.

Role of Governors

The governors will ensure that the needs of pupils are met and adequate training and resources are provided. They will report annually to parents on the success of the SEND policy.

To be reviewed October 2024