



Ashleigh Primary School

Special Educational Needs and/or Disabilities Policy (SEND)

Review Approval Body : Full Governing Body
Date Approved : January 2022
Next Review Date : January 2023

British Values

Through its curriculum, extra-curricular activities, teaching and learning this school will promote British values. By doing so, we will ensure that all learners understand the values that have traditionally underpinned British society. The teaching of these values will promote cohesiveness within our school and community. We will prepare pupils for life in England where the population has an increasingly rich diversity of backgrounds, origins, beliefs and cultures by promoting the values on which our society has been built. By teaching pupils these values we will help all to become good citizens of the United Kingdom of Great Britain and Northern Ireland.

Race Equality and Racial Harassment

Implicit in all our policies is a belief in race equality and everything will be done to promote this. We do not tolerate racial harassment. (Refer to School's Race Equality and Racial Harassment Policies).

Special Educational Needs and/or Disabilities Policy (SEND)

1. COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (2014, updated 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (2014, updated 2015)
- The SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014 (updated August 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENDCo with the SEND Governor in liaison with the Senior Leadership Team (SLT), all staff and parents of pupils with SEND. The policy has been written with all stakeholders in mind in order to reflect the importance of consultation and collaboration in the field of SEND.

2. PHILOSOPHY & ETHOS

At Ashleigh Primary School, we value all pupils equally. We strive to ensure that all children develop their talents and skills and make progress throughout their time in our school.

Vision:

We will open up the doors to the world for our school family and wider community, nurturing a respect for all. Driven by our values, we will go on a voyage of memorable discovery through our aspirational and engaging curriculum. We will enable all to face the world of tomorrow with confidence and resilience.

Our School Values:

Aspire, Succeed, Happiness, Love, Enjoyment, Inclusive, Growth, Healthy

At Ashleigh, we believe in an inclusive education - that pupils with special educational needs and/or disabilities should have full access to the curriculum and the life of the school. Every teacher at the school is a teacher of every child, including those with SEND. This SEND policy is in place to ensure that children who are identified as having SEND are fully supported in line with the Code of Practice and the school's ethos.

3. AIM

At Ashleigh Primary School, our aims for SEND are that for all pupils with SEND:

- Outcomes are focused upon
- High expectations are set
- Aspirations, both short term and long term, are raised
- Enjoyment is experienced
- Inclusion in the full life of the school is essential.

4. OBJECTIVES

We endeavour to achieve our aims through:

- Early identification, assessment and provision for pupils who have special educational needs and additional needs.
- Having a systematic procedure for documenting pupil's special educational needs and/or disabilities.

- All teachers being aware of each child's needs and how best these can be met, so that they have access to a differentiated, broad and balanced curriculum.
- Ensuring close liaison with outside agencies.
- Encouraging parental involvement from the earliest stages. Parent and child voice are essential for establishing outcomes.
- Monitoring and recording progress.
- Monitoring the effectiveness and impact of interventions.
- Providing a Special Educational Needs and/or Disabilities Co-ordinator (SENDCo) who will work within the guidance provided in both the SEND Code of Practice and the SEND Policy and who will provide support and advice for all staff working with pupils with SEND.
- Linking SEND into all aspects of the life of the school in policies, practice and development.

5. IDENTIFICATION OF SPECIAL EDUCATION NEEDS AND / OR DISABILITIES

At Ashleigh Primary School, we aim to identify children with SEND as early as possible. We hold to the four broad categories of need which are detailed in the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These four broad areas of need give an overview of the range of needs. When identifying the needs of a child, the school considers the needs of the whole child.

The purpose of identification of need is to work out what action the school needs to take.

At Ashleigh Primary School, we consider the following as not being a matter of SEND:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Behaviour

It is however, accepted that any of these factors may impact on progress and attainment. Issues with behaviour may be an underlying response to a learning barrier and this will be considered in identification of need.

6. A GRADUATED APPROACH TO SEND SUPPORT

Ashleigh Primary School engages in the graduated approach required by the Code of Practice.

What this means is that teachers are responsible and accountable for the progress and development of all pupils in their class, including those pupils who access support from teaching assistants (TAs), special support assistants (SSAs) or specialist staff. Teachers deliver quality first teaching to all pupils in order to reach and address all levels of ability within the classroom. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND and is considered to be Wave 1 support.

Ashleigh Primary School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

If it is considered that a pupil is in need of extra support in a particular area of the curriculum, then an intervention is put in place to address this. This could be in the form of targeted support in class or could be a small group intervention in addition to the whole class teaching. This is Wave 2 intervention. Wave 3 intervention occurs where a child needs individual support in a particular area of need. Most likely with external input and support from outside agencies.

At this stage when support is beyond quality first teaching and differentiation, the class teacher and SENDCo will decide if the child needs an individual education plan (IEP). If this is the case, then parents are informed and the targets and accompanying actions on the IEP are shared with them. The child him/her self will also discuss their IEP with the class teacher. At this stage, the child will be entered on the school's special educational needs register and this is the responsibility of the SENDCo. This decision is taken only once all of the information has been gathered in terms of pupil progress, quantitative and qualitative data, assessment data and national age related expectations.

In accordance with the Code of Practice, the assess, plan, do and review cycle is followed by staff at the school with the support of the SENDCo.

For children at Ashleigh Primary School with a higher level of need, for example those with Individual Pupil Resource Agreements from Blackburn with Darwen, with Education and Health Care Plans and those presenting with more challenging and complex learning barriers,

specialist support is drawn upon from external agencies and professionals. These SEND Support children also have their needs addressed via the assess, plan, do and review cycle.

Any external advice is acted upon to address learning barriers and after an appropriate period of time, there is a review to assess what progress has been made.

7. MANAGING PUPILS' NEEDS ON THE SEND REGISTER

Education, Health and Care Plan (EHCP)

Wherever there is an EHCP in place, then the needs of the child are clearly defined and outcomes are stated. This documentation is used as a basis to form a meaningful Individual Education Plan.

The Individual Education Plan (IEP)

The IEP is effective as it is a living record of the identified needs of a child. It contains specific targets related to the identified needs, relevant actions, measured outcomes and a clear time frame. IEPs are reviewed and new ones written three times a year: in October once a child has completed transition and settled, February as a mid-term point and in May when transition to the next year or school phase is approaching. However, there is flexibility with this approach and teachers must respond to need.

Some children require shorter time scales and IEPs may then be produced half termly. Class teachers are accountable for evidencing progress according to the outcomes described in the IEP. The SENDCo liaises with all teachers and support staff concerning IEPs.

Discussions concerning children with IEPs at Ashleigh Primary School are ongoing, but are addressed more formally at SEND Review meetings with the school's SENDCo. This meeting is also an ideal opportunity to discuss whether children previously catered for within quality first teaching, may subsequently need an IEP for an area or areas of need.

Engaging Specialist Services

If at Ashleigh Primary School, it is felt that we are unable to fully meet the needs of a child through quality first teaching, differentiation, intervention and an IEP, it would be at this point that the SENDCo would engage additional support from specialist services. A list of such agencies is in section 9 of this policy.

A referral form or forms will be completed with the basic details of the child involved and any relevant information relating to the area of need. Details of the provision which Ashleigh Primary School has put in place to support the child to date is also submitted wherever required.

Ashleigh Primary School uses a wide range of specialist services and hence there are many different referral forms.

Permission for engaging specialist services would be gained from parents and this would be the responsibility of the SENDCo with the support of staff.

At Ashleigh Primary School, engaging specialist services forms part of the assess, plan, do and review cycle.

8. CRITERIA FOR EXITING THE SEND REGISTER

There may come a time when it is judged by the class teacher, in consultation with the SENDCo that a child no longer needs to be on the SEND register. This could occur, for example, where:

- The child has made enough progress so that they are in line with age related expectations
- The child is no longer a cause for concern, i.e. social and emotional needs have been met

There will be other instances where this judgment is made.

At this point, it is the responsibility of the SENDCo to remove the child concerned from the register and the class teacher will inform parents of this decision.

This does not exclude a child from being placed back on the register should the need arise in the future.

9. SUPPORTING PUPILS AND FAMILIES

There are several documents available to evidence how Ashleigh Primary School is able to support both pupils and families:

- The SEND Information Report, for which there is a statutory requirement. This is available on the school website.
- The school's policy on managing the medical conditions of pupils.
- Admissions Policy - The starting point is that children with Special Educational Needs and Disabilities, those with EHCP's and those without, will receive mainstream education. At Ashleigh Primary School we strive to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with the LA Admissions Policy.

To fully and comprehensively support the pupils and families of Ashleigh Primary School, the school strives to liaise with outside agencies. In this way, the best outcomes for both pupils and their families can be achieved as multi-agency work means needs are being addressed. Ashleigh Primary School draws upon the specialist services and expertise of the following agencies:

- Educational Psychologist
- Speech & Language Therapist (SaLT)
- Occupational Therapist
- Physiotherapist
- Paediatrician
- Schools nursing service
- Specialist Nurses for children with disabilities
- Advisory Teachers
- Blackburn with Darwen (BwD) SEND Support Service Advisory Teachers
- BwD Early Years Early Help Support Service

This list is not exhaustive.

At Ashleigh Primary School, we ensure that pupils with SEND are able to access exams and other assessments. The SENDCo will oversee this with the support of class teachers and support staff. There are various ways in which SEND pupils are supported to access assessments and these may include:

- Taking an assessment on a 1 to 1 or small group basis
- Extra time
- Using a scribe
- Using modified materials
- Specialist equipment

There may be times when alternative provision may need to be put in place to enable pupils with SEND or medical conditions to fully access the curriculum and wider learning opportunities. Examples include providing alternative transport for children to attend the weekly swimming lesson or participate in a local trip. On trips and visits to the theatre for example, disabled seating may need to be arranged. Where there are circumstances that a child will be away from the rest of the class, safeguarding procedures must be followed. The child may choose a friend to travel or sit with them. This will ensure both the child and supporting staff member are not alone together in order to safeguard both parties. The supporting adult will need to have a mobile phone on their person for **emergency use only**. However, they must follow the school's policy on using mobile phones and keep it securely in either a bag or a zipped pocket. At no point should the mobile phone be used in front of the children unless in an emergency situation where the class teacher or member of the leadership team needs to be contacted.

At Ashleigh Primary School, we appreciate that times of transition can be challenging for all children and particularly those with SEND. For full details on how transition at different times is managed and addressed, refer to the SEND Information Report at www.ashleigh.blackburn.sch.uk

All parents are directed to the Local Authority Local Offer through the link: www.bwd-localoffer.org.uk

Ashleigh Primary School has an entry on the Local Offer detailing what the school has to offer parents and their children in terms of SEND provision. The Local Offer site itself provides information to parents of children with SEND about the services available to them locally.

10. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Ashleigh Primary School recognises that the pupils at our 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 pupils may also have special educational needs and may have an Education, Health and Care Plan (EHCP) which brings together health, and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Pupils at Ashleigh School are supported with medical needs by the following provision:

- All parents are asked to complete a Medical Administration Form at the start of the academic year. Those pupils with medical needs which can be catered for at the universal services level i.e. asthma, are then identified.
- Those children with more complex needs, such as those with allergies requiring epi-pens, may need an Individual Health Care Plan (IHCP). In such instances parents, the school and the NHS work in cooperation to ensure that such children are well managed and catered for at the setting.
- All staff receive training, as necessary, delivered by the School Nursing team as part of the Tier 2 agreement with the NHS.
- There are a number of staff trained in first aid and we have a clear up to date medicine policy. Medicines and first aid treatment are administered in line with the correct procedure.
- Children with a medical condition have a medical passport, which is displayed in school.

11. Pastoral Support for Pupils with SEND

The school acknowledges that children with SEND can be vulnerable. Here at Ashleigh Primary, we offer a wide variety of pastoral support for pupils with SEND:

- There is a full time Pupil Well Being Mentor.
- The SENDCo, Senior Leadership Team and staff are aware of the need for early help for pupils at Ashleigh Primary School.

- There is a trained Emotional Literacy Support Assistants (ELSA) who is able to support children with social and emotional needs. The ELSA works closely with the SENDCo.
- There is a safe and caring environment where all children can thrive.
- There is personal care support including toileting and/or dressing. This is undertaken with the child's modesty and privacy as our utmost priority.
- There are speech and language programmes and programmes from Occupational Therapy, as well as the physical disabilities team, which address individual needs.

Pastoral support is considered for all children with SEND.

If there is a safeguarding concern with a child who has SEND, the school's Safeguarding and Child Protection policy and the procedures laid out in it will be followed.

12. MONITORING AND EVALUATION OF SEND

Ashleigh Primary School regularly and carefully monitors and evaluates the quality of provision which we offer all pupils.

This is achieved through such mechanisms as:

- Auditing
- Pupil conferences
- Parental viewpoints
- Staff viewpoints
- Lesson observations
- Pupil progress meetings
- Work sampling
- Considering SEND issues at the Community and Welfare Committee with governors
- Annual report to governors

Such evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

13. TRAINING

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all the pupils at Ashleigh Primary School, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post at Ashleigh School. This includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Ashleigh Primary School's SENDCo is able to keep up to date on SEND through such practices as:

- Regularly attending the Local Authority's SENDCo meetings
- Regularly attending the School Improvement Group SENDCo meetings
- Continuing professional development via relevant training courses
- Liaising with SEND agencies
- Reading and research.

Training for any staff member of Ashleigh Primary School in the field of SEND, is determined by the needs of the pupils and the school. Considerations for training may include i.e.

- Individual pupil need.
- Intervention needs.
- Experience in specific fields of SEND.
- School priorities.
- Audits.

These fields are not exhaustive, but examples of how training may be addressed.

14. ROLES AND RESPONSIBILITIES

The following people have responsibility for SEND at Ashleigh Primary School:

SEND Governor: Mrs Sarah Hartley

SENDCo: Mrs Jenna Harty

Designated Safeguarding Lead: Mr Ian Matthews

Deputy Designated Safeguarding Leads: Mrs Jenna Harty

Safeguarding Governor: Mrs Deborah Thompson

Member of staff responsible for managing Looked After Children and their funding: Mrs Jenna Harty

Member of staff responsible for meeting the medical needs of pupils: Mrs Jenna Harty

15. STORING AND MANAGING INFORMATION

Ashleigh Primary School handles personal information about pupils and therefore has a number of legal obligations to protect the information under the Data Protection Act 2018.

16. REVIEWING THE SEND POLICY

The SEND Policy for Ashleigh Primary School will be reviewed on an annual basis.

17. ACCESSIBILITY

There is a duty upon Ashleigh Primary School, under the Disability Discrimination Act as amended by the SEN and Disability Act 2001, to plan to increase over time the accessibility to the school for disabled pupils and to implement this plan.

Ashleigh Primary School has produced a written Accessibility Plan.

The Accessibility Plan is accessible to all via the Ashleigh Primary School website.

www.ashleigh.blackburn.sch.uk

18. DEALING WITH COMPLAINTS

Ashleigh Primary School values the contribution that is made by parents and encourages their involvement in the pupils' education. Parents can find out about their child's progress at 'All about me' meetings, parents' evenings, or by asking to see the class teacher or SENDCo.

If parents do have any concerns about the progress or special needs of their child, they should first discuss this with the class teacher. More serious concerns should be brought to the attention of the SENDCo. Any concerns about the provision we make at Ashleigh Primary School should be discussed with the Headteacher or Chair of Governors.

If, after following these procedures, there remains a dispute, parents may wish to contact the LA who can offer an independent Disagreement Resolution Service. Agreements reached at disagreement resolution meetings are not legally binding and do not replace the SEND Tribunal.

19. BULLYING

At School we strive to safeguard the needs of pupils with SEND, promote their independence and build resilience in their learning. We take steps to ensure and mitigate the risk of bullying of vulnerable learners.



Key Points for Children with SEND

- Children may have communication barriers and difficulties in managing or reporting concerns.
- Children may be more prone to peer group isolation or bullying (including prejudice based bullying) than their peers.
- It could be assumed indicators of possible abuse such as change in behaviour or mood are related to the child's condition without further exploration.
- There is potential for children with SEND or certain medical conditions to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

At Ashleigh these potential issues are addressed through regular safeguarding updates and training (see Safeguarding Policy) as well as working closely with the children, their families and outside agencies.

Peer on Peer Abuse

Ashleigh Primary School acknowledges that unacceptable behaviour and bullying can lead to Peer on Peer Abuse and that children can abuse other children.

Peer-on-peer abuse could include, but may not be limited to:

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Emotional and online abuse
- Abuse in intimate personal relationships between peers
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery.)
- Sexual exploitation/coercion
- Sexual violence and sexual harassment
- Harmful sexual behaviour
- Gender issues, such as girls experiencing unwanted sexual touching or boys being subject to initiation or hazing type violence and rituals
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission.
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).



For instances of peer on peer abuse, the Safeguarding and Child Protection Policy will be adhered to, alongside the use of the school's behavioural policy which can be found on the website.

Ashleigh Primary School has an Anti-Bullying Policy which can be found at www.ashleigh.blackburn.sch.uk

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Date Approved : January 2022

Next Review Date : January 2023

Chair of Governors: _____ **Date:** _____

Headteacher: _____ **Date:** _____