



## Bowling Park Primary School

<b>Policy / Procedure:</b>	SEND Policy 2024-25
<b>Date of governing body approval:</b>	
<b>Chair of Governors signature:</b>	

**This policy has been written alongside our Safeguarding Policy which states the following - At Bowling Park Primary School, there is nothing more important to us than the physical, mental, emotional and spiritual welfare of our pupils. The school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse.**

**We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically, psychologically or spiritually damaged.**

## **Introduction**

Our aim is to provide a broad and balanced curriculum for all children, who at any time might have an episode of need with regard to their academic, emotional or physical abilities.

Children have a special educational need or disability (SEND) if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A child has a learning difficulty if they:

- A. Have a significantly greater difficulty in learning than the majority of children of the same age.
- B. Have a disability that prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age, in schools within the area of the local education authority.

A child has a disability if they:

- A. Have a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

## **Equality Statement**

At Bowling Park Primary School, all learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled or have special educational needs
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

All children have full access to the curriculum, although where required appropriate adaptations are made to suit the needs of individual pupils. The Inclusion Team will be able to tell you about specific adaptations tailored for your child, for example:

- Scaffolded resources
- Use of ICT/ assistive technology e.g. I-pads
- Use of extra adult support
- Risk assessments
- Small group interventions
- Staff use the Target Pupil Tracker to plan for SEND pupils

## **Aims and objectives**

The aims of this policy are:

- To create an environment that meets the special educational needs of each child
- To ensure that the special educational needs of children are identified, assessed and provided for in line with the graduated approach and the assess, plan, do, review cycle
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To enable all children to have full access to all elements of the school curriculum.

## **Critical success factors**

- The culture, practice, management and deployment of resources are designed to ensure all children's needs are met.
- We identify and assess pupils with learning difficulties at an early stage, determine and make appropriate provision.

- Appropriate in-class and/or broader support are made available to pupils with special needs.
- The views and wishes of the child will be sought.
- All teachers, parent/carers and all others involved with SEND pupils work together to ensure all are well-informed as to their requirements and progress.
- Professionals and parent/carers work in partnership, taking all views and opinions into account.
- We liaise with external support agencies, implementing appropriate programmes.
- Provision and progress is monitored and reviewed regularly.
- All information pertaining to individual pupils will remain confidential, being shared only by those adults involved with the child's progress.

### **Roles and Responsibilities**

- Lead for Inclusion: Tim Phillips, Deputy Headteacher
- SEND Lead for Early Years, Nursery and Year 1: Laura Breslin, Assistant Head
- SENCO Lead for Year 2 and Key Stage 2: Simone McLindon, SENDCo & Associate leader
  
- Named Governor: Eileen Thompson

### **Governors**

The Governing Board will, in co-operation with the Headteacher:

- Determine the school's general policy and approach to provision for children with SEND
- Establish the appropriate staffing and funding arrangements;
- Maintain a general oversight of the school's work;
- Ensure that the needs of the SEND children are made known to all who are likely to teach them
- Ensure that a pupil with special educational needs joins in all activities of the school so far as it is reasonably practical and compatible. Ensure the pupil receives the appropriate special educational provision their learning needs call for along with the efficient use of resources
- Nominate a named governor for SEND (see above).
- The Governing Board will monitor the school's work on behalf of children with special educational needs.

### **Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. They will keep the Local Advisory Board fully informed and, at the same time, work closely with the SEND co-ordinator.

### **Special Educational Needs Co-ordinator**

The SENCO will work closely with the Headteacher, senior management, parents, the child's teachers and other professionals to help determine the strategic development of the SEND policy and provision within the whole context of the school improvement plan. They have responsibility for the day-to-day operation of the school's SEND policy and coordinates the provision for SEND pupils. The SENCO will ensure that relevant information and data about individual children with SEND is collected, recorded and updated.

### **Class Teachers**

All class teachers have responsibility for:

- Teaching the range of pupils within their class effectively across the curriculum areas
- Identifying children with SEND

- Use co-production strategies to liaise with parent/carers about the child's progress, and next steps using the assess, plan, do and review cycle
- Informing colleagues and those concerned with the child of any information imparted by parent/carers pertaining to the child's progress
- Liaising with the SENCO, Teaching Assistants (TAs), pupils, parent/carers and external agencies in writing Personal Learning Plans (PLPs). **(SEE APPENDIX 1)**
- Recording the type and frequency of all additional provision and intervention for all pupils, including those with SEND, on Personal learning Plans
- Liaising with the pastoral team to support pupils in their class
- Allocating TA/teacher/ mentor time, if appropriate, additional to normal classroom provision to provide for children with SEND in their class.

### **Teaching Assistants**

TAs have responsibility for:

- Assisting the class teacher in the implementation of targets using Personal Learning Plans (PLPs) and programmes from external professionals.

### **Parent/Carers**

Partnership between school and parent/carers is important in enabling children with SEND to achieve. Parent/carers hold key information and have a critical role to play in their child's education. Bowling Park Primary School uses co production strategies to ensure a balanced approach to a child's development.

If a parent/carer has a concern about their child's progress, they should speak to their child's class teacher or key worker. The school will also speak to the parent/carers if they have any concerns, so as to identify any intervention or programme of action that may be required.

The school will signpost parent/carers to information about their child's entitlement within the SEND framework and where to access information, advice and support. The staff will focus on a child's strengths.

The school will encourage sharing of parent/carers expertise and knowledge of their child and their special educational need or disability.

Statutory assessment – Parent/carers will be fully involved in the discussion leading up to any decision to request a statutory assessment. When this is proposed, parent/carers will be given comprehensive information on the process and supported and included in the application of an Education Health Care Needs Assessment (EHCNA).

### **Bradford Local Authority**

Bradford LA has responsibility to:

- Delegate appropriate additional funds to enable school to meet SEND provision
- Administer formal assessment procedures
- Arrange for the parent/carers of any child in their area with SEND to be provided with advice and information about matters relating to those needs.
- Take appropriate steps to make parent/carer partnership services known to parent/carers, Headteachers, schools and others they consider appropriate.

### **Pupils**

Children at Bowling Park Primary School should feel confident that they will be listened to and their views valued. Our prospectus, home-school agreement, and Behaviour and Relationship policy ensure that pupils and parent/carers understand their rights and responsibilities with regard to the school.

Pupils with SEND will, where possible, participate in the decision making processes that occur in their education, including the setting of learning targets, contributing to PLPs and contributing to their annual reviews. However, the SEND Code of Practice recognises the need to maintain a balance between giving a child a voice and encouraging them to make decisions and overburdening them with decision-making procedures where they have insufficient experience and knowledge to make appropriate judgements without additional support.

All children at Bowling Park Primary School are involved in making decisions from the start of their education. The ways they are encouraged to participate will reflect the child's evolving maturity. From an early age, children with SEND will be actively involved at an appropriate level in discussions about their Personal Learning Plan, including target setting so that their achievements can be noted and celebrated, as well as any difficulties clarified and addressed. Personal Learning Plans are reviewed termly. They will be encouraged to share in the recording process and in monitoring and evaluating their own performance.

Pupils and parents with SEND will have their views sought and recorded as part of the statutory annual review process, and if appropriate, will be invited to join the meeting.

### **Outside Agencies**

Bowling Park Primary School works in co-operation with outside agencies in making provision for children with SEND. Many children have a range of difficulties that require a concerted approach from the school, healthcare professionals, social services departments, specialist learning support services and other providers. The school aims to work with these agencies to provide an integrated service. Termly Review Meetings (where appropriate) provide a forum for school staff, parents/carers and other agencies to co-ordinate their support for individual pupils with SEND.

### **Training and Staff Development**

The training needs of staff are planned in relation to the implementation of the performance management framework and whole school priorities associated with SEND.

### **Admission Arrangements**

Our admission policy does not discriminate against any pupils with special needs or others who are at risk from social exclusion. We liaise with outside agencies, e.g. Local Health Authority to become aware at the earliest opportunity of relevant information regarding individual pupils so that appropriate provision can be made.

## **Provision for children with SEND**

### **Our School Offer**

In accordance with the Children and Families Act (2014), Bowling Park Primary School will make available on its website this policy and the 'School Offer'. The offer details the kinds of Special Educational Needs for which provision is made at the school. In addition, it details a range of other services the school has available to help our children and families.

### **A Graduated Approach**

The SEND Code of Practice (2014) sets out a model of action and intervention. The code recommends that when a child is identified as having SEND, the school should intervene. A graduated approach is used to support children dependent on the child's learning needs.

### **Identifying and Assessing children with SEND**

At Bowling Park Primary School, we believe every child should have the opportunity to be the best they can be and that every child has a right to be fully included in our school. In

order to ensure this happens, we have adopted the Bradford LA model to identify additional needs and put in place targeted provision for children with SEND in order to help them make good or better progress.

These levels of support meet the child's additional needs in the following way, depending on the nature and degree of need:

- **Monitoring for potential additional needs** – Quality First Teaching
- **SEN Support** – Targeted small group interventions and Quality First Teaching
- **SEN support Plus**– Additional, specialised group or 1:1 interventions, external agency advice, possible 'My Support Plan' and Quality First Teaching
- **Education Health Care Plan support (EHCP)- Range 4**

#### **Triggers for Intervention at 'SEND Support'**

- Evidence that a child is performing below age-related expectations or has made little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent SEMH needs which are not supported by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

#### **Triggers for Intervention at 'SEND Support Plus'**

Evidence to show that, despite an individualised programme and/or support, the pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of pupils of a similar age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has educational and behavioural needs which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice or visits, providing direct intervention to the pupil or advice to the staff by a specialist service.
- Has on-going communication and/or interaction difficulties, which impede the development of social relationships and cause substantial barriers to learning.

#### **Triggers for Statutory Assessment**

Statutory assessment for an EHCP will be requested by the school where a child has demonstrated significant causes for concern. This is after strategies have been in place and programmes implemented without success. Parent/carers are fully involved in discussions leading up to the school's decision to request statutory assessment.

#### **An Inclusive Approach**

SEND children will be integrated into the mainstream classroom with the support of the SENDCo and, where appropriate, with assistance from the Learning Mentors and/or Support Staff.

Children with SEND will receive, according to their needs, support in some or all of the following ways:

i) In-class support by the class teacher, working in small groups or individually according to their needs, being provided with a differentiated or scaffolded curriculum; ii) Small group or individual work, with the class teacher, SENDCo or key workers, following an individual programme of work, planned by class teachers. This will primarily take place in the classroom setting, however, in some instances this may take place outside the classroom iii) When appropriate, children will work with external specialist staff.

Personal Learning Plans (PLPs) will be written for children who are designated as requiring SEN Support, SEN Support Plus, My Support Plan or an EHCP. These will record what is additional and different from the year group's curriculum plans. The PLP will focus on 3 or 4 individual specific, measurable, achievable, relevant targets (SMART). This PLP will be discussed with the child, a copy will be sent to parent/carers, and will be reviewed at least termly.

Children who require School Support Plus, may also have a My Support Plan, where appropriate. This reflects the need for to set out provision for more complex needs which may ultimately necessitate an application of an EHCP.

### **Transition**

When children move schools at the end of Key Stage Two or at any other time, the school will transfer records. Bowling Park Primary School has close links with local secondary schools. The SENCOs from local secondary schools, who receive our pupils, visit school in the summer term of Year 6 to discuss the SEND children and attend any annual review meetings when appropriate. Transitions between year groups will be managed according to the children's individual needs and facilitated by the SENCO. All SEND records will transfer to the high school ensuring continuity of support and provision.

### **Monitoring and Evaluation**

The monitoring and evaluation for SEND provision is conducted as part of the school systems and structures for monitoring the quality of classroom provision and continuity and progression of the curriculum.

### **Success Criteria**

The success criteria for the SEND policy are:

- Children are correctly identified at different stages as outlined in the Code of Practice.
- A register is maintained of children with SEND with stages identified.
- A record is kept of all relevant documentation relating to each child on the register.
- Children with an episode of need are identified and monitored.
- PLPs are drawn up and implemented at according to Bradford's Matrix of Need. These may be written with the support of external professionals.
- All children on the SEND register are making progress and achieving.
- All children on the SEND register are receiving the correct support.
- Children are meeting targets drawn up in their PLP.
- Early school-based intervention and good deployment of resources result in fewer children moving to the 'School Support' stage.
- A record is kept of meetings with parent/carers and outside agencies on CPOMS.
- School has used the full allocation of visits from Learning Support Services.
- Where outside agencies have been involved, reports have been received.

### **Teaching, Learning and Inclusion**

Bowling Park Primary School will aim to ensure that every child in school has access to quality first teaching, and regular feedback on their learning in order to help them make good or better progress. Should a child be at risk of falling behind their peers, teachers will adapt

their planning, teaching, resources and learning environment so as to help them catch up through differentiated or adapted learning.

If a child continues to be at risk of falling behind, the school's SENCO will plan targeted provision for the child, including additional help with their emotional and social development if needed. The school will also seek additional help from external agencies in order to ensure the child catches up with their peers.

### **Staff Development, Training and Expertise**

Staff at Bowling Park Primary School are fully supported with their continuing professional development with regards the teaching and learning of children with SEND. The school ensures this by:

- Monitoring and feeding back to teachers and TAs regarding the teaching of children with SEND
- Using external agency support to assess children and advise class teachers and TAs on how best to meet the needs of children with SEND
- Providing additional staff meeting and training day time to up-date staff and develop an understanding of Special Educational Needs and Disabilities.

In addition, the school employs a Parental Involvement Worker and a number of Learning Mentors to work closely with children and their families in order to ensure they have access to the support they need, both within school and with external support services and voluntary agencies. The Learning Mentors are also used by school to provide additional support for children with SEND that need help with their emotional and social development.

For more information regarding the skills, qualifications and expertise available in school, please see the school's SEND Offer on our school website.

### **Tracking a child's progress**

A child's progress at Bowling Park Primary is tracked in a number of ways:

- Ongoing, day-to-day, formative assessment
- Analysis of summative data
- Discussions at regular pupil progress meetings
- Learning walks, lesson observations and book scrutinies

### **Parental Involvement**

Bowling Park Primary School encourages parents to be actively engaged in their child's education. We believe this has a significant impact on a child's success at school. In accordance with the SEND Code of Practice, we believe that parents should be involved in the SEND process right from the start. Therefore, our Graduated Approach model ensures that:

- Parents are informed of their child's additional needs at every stage of the SEND process
- Parents are encouraged to be participants in target setting throughout the Graduated Approach.
- Discussions are held with and permission is sought from parents regarding the involvement of external agencies, who work with the school in order to help identify the specific additional needs and provision their child may need.



- Parents are involved in the process of the application for an EHCP assessment in order to help families with SEND children prepare for adulthood.

### **Pupil Voice**

Bowling Park Primary School believe that children should be active, independent learners who leave primary school ready for the challenges of secondary school and beyond. Pupil voice is collected routinely as part of our ongoing monitoring, and steps are taken to ensure children with SEND are included in this process.

The SEND Code of Practice, ensures that children with SEND:

- Are involved in every stage of the SEND process
- Help teachers and parents set targets that ensure they are in the best position to catch up with their peers and prepare for the future, including the targets written in My Support or EHCP Plans
- Actively participate in assessing their progress and planning next steps of work. The above is captured on each child's Personal Learning Plan.

### **Safeguarding**

Bowling Park Primary School ensures there are enhanced safeguarding practice arrangements for pupils with Special Educational Needs and Disabilities, recognising the disproportionate risks of bullying, isolation and behaviour and communication difficulties. Staff are aware that they need to consider the potential for abuse on an equal footing with meeting the pupils' SEND needs. Please see the Safeguarding Policy for more information.

### **Target Setting**

Bowling Park Primary School's Graduated Approach will ensure that targets are set in the short term to meet each child's individual needs. All targets set are SMART (specific, measurable, achievable, relevant, time-specific). These are reviewed regularly (at least once a term).

If a child has an education health care plan, in addition to having their short-term targets reviewed termly, they also have an annual review alongside parents and other agencies involved.

### **Monitoring the impact of SEND provision in Bowling Park Primary School**

Quality first teaching, ongoing assessment for learning and regular pupil progress meetings aim to quickly identify children with SEND. Once these are identified, the class teacher will work with the school's SEND team, the child, the child's parents and any other relevant external agencies to plan and deliver the additional support that the child may need.

The school will monitor the effectiveness of this provision using the following systems:

- Pupil progress meetings
- Achievement data
- Learner shadowing
- Provision mapping and intervention monitoring
- Learning walks
- Book scrutinies
- Evaluating the impact of ongoing training and support to all staff

### **Bradford City Council's Local Offer**

A link to Bradford City Council's Local Offer can be found in Bowling Park's Local Offer, via the school's website.

### **Transition to a Special or Other Mainstream school**

Bowling Park Primary prides itself on its ability to keep detailed records regarding a child with SEND's history. Therefore, whenever any child with SEND transfers to another school, the school aims to pass on relevant information and work closely with that school in order to ensure a smooth transition for the child.

### **Complaints**

If parents have a complaint about the SEND provision in school they may initially contact:

- The class teacher
- The SEND team
- A member of the school's Senior Leadership Team

In response, the class teacher and the SENCO will provide evidence of work undertaken, targets and assessment of progress. If a problem is still not resolved, parents may then contact the Governing Body to request a meeting. This may lead to a formal complaint to Bradford Children's Services or with an appeal to the SEND tribunal.

### **Independent Support for Parents**

If any parent requests external advice then please contact SEN Bradford on:

- **Business Support contact 01274 439500 or email: [SCILTeam@bradford.gov.uk](mailto:SCILTeam@bradford.gov.uk)**  
They will be able to direct you how to proceed further with guidance or a complaint.

**SENDIASS** also offer a mediation service between families and school if any issue cannot be resolved.

- **Yorkshire & Humber SENDIASS**
- **East Riding Children & Young People ● Phone: 01482 467540**  
**Email: [enquiries.yorkshire@kids.org.uk](mailto:enquiries.yorkshire@kids.org.uk)**
- **Address: 182 Chanterlands Avenue, Hull, HU5 4DJ**  
**Phone: 01482 467540**  
**Email: [enquiries.yorkshire@kids.org.uk](mailto:enquiries.yorkshire@kids.org.uk)**

Appendix 1: Personal Learning Plan (PLP)

Personal Learning Plan

Personal Details		
Name:	Class:	Date:
Level of SEN support (underline as appropriate)		
SEN Support	<u>SEN Support plus</u>	SEN Support / EHCP
Category of need (underline as appropriate)		
Communication and Interaction		<u>Cognition and Learning</u>
Social, Emotional, and Mental Health		Sensory and Physical
Strengths /what works well/ recent successes	Difficulties /areas of need /barriers to learning	Current Outside agency involvement (please highlight)
		Educational Psychologist Speech and Language SEMH ASC

			Cognition and Learning Other (please specify)	
<b>Autumn Targets</b>		<b>Spring Targets</b>		<b>Summer Targets</b>
<b>Intervention</b>	<b>Date started (/ended)</b>	<b>Frequency</b>	<b>Expected Impact*</b>	<b>Notes</b>


- Planned impact should be SMART (Specific, Measurable, Ambitious, Realistic, Time-related): then RAG rated on progress towards meeting this at the next assessment point (Green: fully met / Amber: partially met / Red: not met)

Parent comment:	Child comment:
What would you like your child to achieve this year?	What do you like about school? What do you want to achieve this year?

<b>Parental Consent:</b> I give permission for my child to receive SEN support and be on the SEN register:		
Signed:	Name:	Date:

