

Growing Together, Learning for Life



BANNOCKBURN
Primary School

SEND Information Report and Inclusion Policy

Date of Last Review:	January 2024
Approved by:	Academy Committee Members January 2024
Date of Next Review:	January 2026

Introduction

The SEN Code of Practice: 0-25 years lies at the heart of the school's Inclusion Policy and sets out the processes and procedures that all organisations should follow to meet the needs of children.

Bannockburn Primary School provides a broad and balanced curriculum for all children. This enables staff and parents together to focus on the best ways of supporting such children, so that they have fair and equal access to the school curriculum.

Aims and objectives

Bannockburn is committed to developing practices based upon the aim of creating an inclusive community within school. Our aim is to work towards removing potential barriers to learning as a result of disability, special educational needs, ethnicity, gender or social group in order to promote equality of opportunity for all.

Children with additional and special educational needs are entitled to quality first teaching in a positive and enriching environment with appropriate high quality resources to foster confidence and feelings of self-worth. Whether children are supported in class or in small groups, their learning context is carefully considered and reasonable adjustments are made to help them access a broad and balanced curriculum.

The key objectives are:

- To involve all staff in the identification of SEND
- To promote positive attitudes and strategies
- To enable effective communication to take place at all times
- To ensure early identification of SEND
- To provide full access to the National Curriculum for pupils with SEND
- To ensure that SEND pupils are making progress
- To ensure that parents are well informed and fully consulted about their child's needs

Special educational needs; (Section 312, Education Act 1996):

"Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them".

Children have a learning difficulty if they;

- Have a significantly greater difficulty in learning than the majority of children of the same age,
- Have a disability which prevents or hinders them 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.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the barriers they have are due to: limitations in their command of the language that is used or arise from special education needs, their progress being hampered because they have not been receiving quality first teaching due to school circumstances.

Special educational provision is 'provision that is different from, or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school' (SEND Code of Practice 2015).

In line with the SEND Code of Practice, the school distinguishes between the different stages of assessment – school-based and multi-professional assessment. The code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. Children who are receiving above and beyond quality first teaching are placed on the school SEND register (K support). If further support is required the school may request an Educational, Health and Care Plan (EHCP).

Responsibilities

The Inclusion Leaders are responsible for:

- coordinating the work undertaken by the Inclusion Team and others who play a significant role in supporting the inclusion agenda;
- working with the Leadership Team in the development of staff induction, professional development and performance review;
- monitoring and evaluating the effectiveness of the Inclusion Team and interventions;
- deploying staff effectively;
- managing the inclusion budget;
- collaborating with other agencies;
- collaborating with the Designated Safeguarding Leads and School Leaders; and
- analysing data and tracking provision.

The SENCo is responsible for:

- overseeing the day to day operation of the school's SEND policy;
- the provision for children with additional and special educational needs, alongside the Deputy Head responsible for Inclusion and the Inclusion Leader;
- liaising with and advising teachers;
- overseeing the records of all children with SEND;
- liaising with parents of children with SEND;
- contributing to the training needs of staff; and
- referring to and liaising with external agencies including LA support services and health or social services.

Educational inclusion

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs;
- have a diverse range of outside school experiences and knowledge;
- require different strategies for learning;
- require, assimilation and communicate information at different rates; and
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help due to their additional and special educational needs;
- planning to develop children's understanding through the use of multi-sensory teaching approaches;
- using adaptive teaching, and where appropriate personalised curriculums, to plan for children's full participation in learning both in physical and practical activities;
- assessing all children's progress according to the appropriate system in place for individual children;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning;
- liaising with parents of children with SEND;

- referring to and liaising with the Inclusion Team to support children with SEND.

The role of the governing body

The governing body consistently reviews the strategies in place for securing the necessary provision for any pupil identified as having special educational needs. The Academy Committee Members are consulted with regard to the development of policies relating to SEND provision and through the Curriculum Committee, in particular, they focus on the school's approach to inclusion, including support for SEND pupils. Two or more Academy Committee Members are identified as having link responsibilities for SEND provision, for liaising with specialist staff in this area and reporting back to the Local Academy Committee.

Allocation of Resources

The Inclusion Team is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCP's. Many children at Bannockburn will have their special educational needs met using school based resources which includes support from teaching assistants, learning mentors, Assistant Educational Psychologists and the SENCO; or from outreach support services such as CAMHS, STEPS, SALT, Educational Psychologist, ASD outreach or Waterside.

Identification

Most children's needs are addressed using quality first teaching in the classroom by using a variety of teaching methods and styles through adaptive teaching. At Bannockburn we recognise that early identification is vital and that some children may need further support in order to overcome their own individual difficulties, such as;

- Cognition and Learning
- Communication and Interaction
- Sensory and Physical (including visual and auditory)
- Social, Emotional and Mental Health
- Independence

The school's system for monitoring the progress of individual children will provide information about areas where a child is not making good progress. Under these circumstances, teachers may consult with the Inclusion Team in order to discuss and agree on the most appropriate action to supporting the child's learning needs.

The Inclusion Team meet regularly to review data summaries of pupils' progress, observations and SEND review data in order to monitor and identify children who are receiving or may need to receive SEND support.

The SENCO's and class teachers meet minimum termly, or more frequently if necessary, to review the progress of children on the school's SEND register in order to discuss the need for enlisting advice from outside agencies and to discuss and identify any concerns staff or parents have expressed about individual children.

In accordance with the SEND Code of Practice, the school has a graduated response which recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children and the Inclusion Team has responsibility for ensuring that appropriate records are kept and are available as needed.

When a teacher or member of the Inclusion Team identifies a child with special educational needs, the class teacher, will liaise with the Team Leader to provide interventions that are additional to those provided during class teaching.

Nature of Intervention

The Inclusion Team and the child's class teacher will decide on the action needed to support the children to make good progress. Some children with more complex difficulties who comply with the appropriate LA criteria may require a further level of provision. External agencies, in consultation with parents may be called in to measure a pupil's progress, provide more specialist assessments to inform planning, or give advice on the use of specialist strategies or materials.

The triggers for external agency support will be, that despite receiving support under school intervention the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at levels substantially below that expected of children of a similar age, working at National Curriculum level;
- continues to have difficulty developing literacy and numeracy skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's learning or that of the class group, despite behaviour management programmes;
- has sensory or physical needs and require additional specialist advice, equipment or visits by a specialist service; and
- has ongoing communication or interaction difficulties that impede the development of social relationships or cause substantial barriers to learning.

Occasionally, a child may have significant difficulties that preclude their ability to access the full curriculum. With the parent's approval, a formal request is made either by parent or school to the LA for an Education, Health and Care Plan (EHCP). The Inclusion Team will collate evidence of the child's difficulties which would include assessment results, reports from external agencies, the child's own work and the views of school, parents and child.

The LA may then decide that a statutory assessment should be carried out to determine whether the child's special educational needs should be met through an EHCP.

Monitoring and evaluation

The Inclusion Team monitors the movement of children within the SEND system in school. The Inclusion Team provides staff and Academy Committee Members with regular summaries of the impact of the policy on the practice of the school.

Access to the curriculum

All children access a broad and balanced curriculum, to enable them to understand the relevance and purpose of learning activities; experience levels of understanding and rates of progress that engender feelings of personal achievement and success.

Teachers and teaching assistants use a range of strategies to meet children's special educational needs.

Individual Educational Plans, which employ a small steps approach to progressing through learning levels and developing positive learning behaviours, feature significantly in the provision we make at Bannockburn to support children with special educational needs. By breaking down levels of attainment into finely graded steps and targets, using P-levels or the Engagement Model when appropriate, we ensure that our pupils experience success.

At Bannockburn we aim to support pupils with special educational needs in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy, in a whole class situation with the support of a teaching assistant or learning mentor when appropriate. Whenever possible we do not withdraw

children from the classroom situation. There are times, when to maximise the learning of all the children, we ask children to work in small groups, or with a high level of support, outside the classroom.

Partnership with parents

The school website details our policy for special educational needs, and the arrangements made for these children in our school. The governors' annual statement, located on the website, includes an evaluation of the policy in action. Two or more named governor support the provision for special needs and are always willing to talk to parents.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. Children and young people with additional and special educational needs often have a unique knowledge of their own needs, they will be encouraged to participate in appropriate decision-making and contribute to the assessment, review and transition process.

Regular meetings are held to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

At Bannockburn we operate an open door policy which enables parents to discuss a concern or an issue regarding supporting their children's learning at home, as it arises with either the class teacher, support staff, SENCO, Senior Leaders, or Headteacher.

At Bannockburn we recognise that a fully rounded, holistic approach to supporting children's learning is of paramount importance for children to feel achievement and success. Parents and carers are always invited to attend multi-disciplinary review meetings with the school staff and external agencies and to discuss assessment reports and recommendations for supporting their child's learning.

Complaints Procedure:

Parents are encouraged to consult the school if they are dissatisfied with any aspect of the provision offered to their child. Please refer to the complaints procedure which you can find by following the link below. The School will always aim to resolve the issues raised as quickly as possible, placing the child at the foremost of decisions and actions.

https://www.bannockburnprimaryschool.com/309/policies-1/key_information/21/complaints-policies