

# BANWELL PRIMARY SCHOOL

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## SEND Policy

**Last Update:**  
**SENd Team**  
**June 2017**

**Next Update:**  
**June 2018**

To be updated annually

**Banwell Primary School**  
**Special Educational Needs and Disability (SEND) Policy**

Banwell is a “Learning without Limits” school. This means that we are passionate in ensuring that every child is enabled to do the very best that they can, and more. We are relentless in removing barriers to learning. We have a strong team of committed staff and a dedicated Pupil Support Team. We are committed to our vision;

**Belong Believe Achieve**

Our core values underpin everything we do:

**Aspiration   Confidence   Courage   Curiosity   Kindness   Resilience   Respect**

**Aims:**

- To enable every child to experience success.
- To ensure that all children, whatever their needs, receive appropriate educational provision through a broad, balanced and creative curriculum that is relevant and differentiated as appropriate and demonstrates coherence and progression in learning.
- To give children with special educational needs equal opportunities to take part in all aspects of school life.
- To involve parents, carers and children in ensuring their special educational needs are met.
- To ensure that the responsibility held by all staff and Governors for SEND is implemented and maintained.

**What is SEND?**

“A child has a special educational need if they have a learning difficulty or disability which requires special educational provision to be made which is different from or additional to that normally available to pupils of the same age.” SEND Code of practice 2014

Some children may start in Reception with identified needs or may have needs identified as they move through the school. Please see the SEND flow chart at the end of this policy.

**For more information about our arrangements for children with SEND, please see the SEND Information Report published on our website.**

**SEN Provision: Roles and Responsibilities**

Provision for children with special educational needs is a matter for the whole school. Outlined below, is specific information about the responsibilities of each role.

### **Teacher Roles and Responsibilities:**

All teachers are teachers of children with SEND. Teachers have overall accountability for SEND children's progress and are responsible for;

- **Setting targets.**
- **Regularly reviewing progress towards targets (every 2-3 weeks).**
- **Adapting/differentiating the curriculum and planning for all SEND children in their class, however complex their needs.**
- **Removing barriers through inclusive teaching a (e.g. visual timetable).**

All teachers must:

- Ensure they keep up to date with information received from the SENCO and outside agencies and where appropriate incorporate advice into the Individual Education Plan as Smart targets.
- Meet regularly with the class TA/ 1 to 1 LSA to ensure everyone is informed and best practice achieved.
- Be familiar with children's Medical Health Care Plans.
- Create Pastoral Support Plans where needed.
- Request specific support from the Pupil Support Team for each term using the required forms.
- Record incidents of inappropriate behaviour in the class ABC log.
- Save all typed Smart targets under the electronic pupil file.
- Be willing to ask for support if/when needed.

### **Class Teaching Assistants Roles and Responsibilities:**

- Assist in removing barriers through inclusive teaching strategies.
- Deliver support/interventions for children with SEND where appropriate and record time, date and duration of session in the back of the Pupil Profile book.
- Support teachers in managing the assess, plan, do, review, cycle by recording annotations of progress towards targets and prompting teachers to set new targets when needed.
- Be familiar with children's Medical Health Care Plans.
- Meet regularly with the class teacher to ensure everyone is informed and best practice achieved.

### **SENCO & Pupil Support Team Leader Roles and Responsibilities:**

- Coordinate SEND provision across the school.
- Keep up to date with latest legislation and advice for SEND provision.
- Evaluate and Monitor SEND provision across the school and report to the Governing Body.
- Lead & Manage the Pupil Support Team.
- Liaise with other SENCOs, Educational Psychologists, Advisory teachers, Speech & Language therapists and other support professionals/outside agencies.
- Oversee paperwork for referrals and Top Up Funding applications etc.
- Liaise with, support and advise school staff.
- Ensure information is distributed/shared with all relevant parties.
- Oversee the day to day operation of the SEN policy.
- Oversee the records of all children with special educational needs.
- Act as a link with parents.

- Act as a link to enhance smooth transitions between schools and Key Stages, including the transition from pre-school to school, and from KS2 into KS3. This will include liaison with pre-schools if children come into school on the LINK programme.
- Manage a range of resources, human and material, to enable appropriate provision for children with special educational needs.
- Contribute to the professional development of all staff.
- Meet regularly with the named governor with responsibility for special needs.

#### **Pupil Support Team Roles and Responsibilities:**

##### **JG5/6: (Learning Mentor & HLTA)**

- Deliver support/interventions for children with SEND where appropriate and record time, date and duration of session in the back of the Pupil Profile book.
- Be familiar with children's Medical Health Care Plans.
- Assist in removing barriers through inclusive teaching strategies.
- Act as a link with parents.
- Liaise with, support and advise school staff.
- Contribute to the professional development of all staff.

##### **JG3: (1 to 1 LSA):**

- Deliver support/interventions for children with SEND where appropriate and record time, date and duration of session in the back of the Pupil Profile book.
- Be familiar with children's Medical Health Care Plans.
- Assist in removing barriers through inclusive teaching strategies.
- Act as a link with parents.
- Meet regularly with the class teacher to ensure everyone is informed and best practice achieved.

#### **The Governing Body Roles & Responsibilities:**

The governing body has due regard to the 2014 Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body

- Identifies a governor to have specific oversight of the school's SEND provision.
- Ensures that all teachers are aware of the importance of providing for these children.
- Does its best to secure the necessary provision for any pupil identified as having special educational needs and disability.
- Consults the LA and other schools when appropriate.

The governing body is advised how the funding allocated for special educational needs and disability has been employed.

**Evaluating Success:**

The success of Banwell School's SEND policy and provision is evaluated through:

- Monitoring classroom practice by the School Leadership Team.
- Analysis of pupil tracking data.
- The school self-evaluation mechanisms e.g. Action plan
- Frequent meetings of parents and staff, both formal and informal, to plan and review IEPs, revise provision and celebrate success.

June 2017

### SEN Flow Chart

