

Balderstone St Leonard's Church of England Primary School

Special Educational Needs and Disabilities Policy 2022



Our school family is a strong, vibrant Christian community, with a mission to inspire a love of: God, each other and learning. This helps us all grow in faith, wisdom and compassion. Once 'rooted in love' we flourish: living fruitfully, branching out and sharing God's love in Balderstone and beyond.

At Balderstone School, we believe that supporting children with special educational needs is part of a proactive approach to supporting all pupils. It is not an "add on", it means understanding the specific barriers that pupils face to learning and what they need to thrive so that they can be included in all the school has to offer. We want every child in our school family to flourish knowing that they are loved and valued by the whole school family.

We believe there are five key strategies that can be used to support all pupils and especially those with special educational needs.

1. Creating a positive and supportive environment for all pupils without exception
2. Building an ongoing holistic understanding of all pupils and their needs
3. Ensuring that all pupils have access to high quality teaching.
4. Complementing high quality teaching with carefully selected small group and one to one intervention.
5. Working effectively with teaching assistants through targeted interventions.

Creating a positive and supportive environment for all pupils without exception

At Balderstone, creating a positive and supportive environment for all pupils means placing support for pupils with special educational needs at the heart of school priorities. We do this by:

- Promoting positive relationships
- Active engagement for all pupils
- All pupils receiving the best teaching we can offer

· Adopting a positive and proactive approach to behaviour for learning.

We aim to create an environment that is positive and supportive for all pupils without exception.

This includes considering how pupils interact in all the environments within school. In classrooms, corridors, at lunch times, in clubs, when meeting different people and representing school in other settings.

We actively encourage positive relationships and interactions between all teachers and pupils.

This starts from the moment the children walk into school each day. We believe that every teacher is a teacher of special educational needs. If they are teaching effectively for all children in their class they are also teaching effectively for children with special educational needs.

This policy is closely linked to our positive and proactive behaviour for learning policy.

- encouraging and rewarding positive behaviour
- Explicitly prompting modelling and reinforcing positive behaviours
- Understanding the reasons behind any unacceptable behaviour and what the school could do to help address these
- Working proactively with parents and putting in place specific behaviour interventions if needed so that we can support the children to be the best version of themselves that they are able to be.

Building an ongoing holistic understanding of all peoples and their needs

We believe in developing a holistic view of our children, widely understanding what their needs are. Where necessary we will use outside advice from experts to find out about specific learning difficulties. However, we recognize that a diagnosis can provide general not specific indicators for teaching and learning.

Two children with the same diagnosis can have very different educational needs as individuals. As such our approach to children with special educational needs is holistic and takes into account the graduated approach within the Special Educational Needs Code of Practice.

An essential part of this process is working with parents and carers. We believe in regular discussion with parents so that we can gain a good understanding of each pupil's areas of strength and difficulty, the parents' concerns, the agreed outcome sort of for the child and the next steps. We are very open to learning about what parents and carers know about their children and using this knowledge to develop expertise around what will best support that particular child in school.

We have in place a proactive system for transition between phases of Education with home visits from our Early Years team and a graduated start to school, moving into key stage one then key stage 2, moving on to high school. We have strong links with the high schools that our children transfer to.

Ensuring that all pupils have access to high quality teaching

Evidence strongly indicates that high-quality teaching for pupils with special educational needs is firmly based on strategies that will already be in the repertoire of every mainstream teacher or can be relatively easily added to it.

The most effective strategies are (according to well researched evidence);

- Teachers modelling their own thinking to help children develop their cognitive skills
- Providing an appropriate level of challenge for each child to develop their self-regulation
- Explicitly teaching pupils how to organize and effectively manage their learning independently
- Flexible groupings depending on what the children need to learn each day; this is based on thorough formative assessment which takes place in the classroom
- Using explicit instruction, this includes scaffolding, using examples, using clear and unambiguous language, anticipating and planning for common misconceptions and highlighting essential content.

If appropriate we will use different tools and technology to support our children with special educational needs. Complementing high quality teaching with carefully selected small group and one to one intervention. Evidence has shown that high-quality teaching reduces the need for extra support for all pupils. It is clear that the best place for the people to learn is with the most expert teacher, who is their class teacher. Children with the greatest need must be taught by staff with the most experience.

Targeted interventions

Any intervention will only be effective if it is targeted to a specific need. Consideration needs to be given to whether or not the child will benefit from the intervention. Intervention needs to be time limited and the impact needs to be measured if it is to be effective. The deployment of trained teaching assistants is critical in providing effective education for children with special educational needs even the most effective intervention will fail without proper implementation. The support staff at Balderstone are guided by the class teachers and work under close supervision when needed.

Teaching assistance and support staff are used to:

- Build children's confidence and self-esteem
- Provide enrichment, alternative provisions and nurture
- Support challenging behaviours
- Build relationships with families
- Add value to what teachers do
- Help children develop independent learning skills and to manage their own learning
- Learning interventions to support small group and one to one instruction

- Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.

Identifying and meeting a child's needs

Class teachers are responsible for identifying children with special educational needs. The graduated response is then used when planning teaching and learning to meet the needs of these children. Children with special educational needs will be identified during routine assessment including formative assessment within the classroom. They will be discussed with the special educational needs co-ordinator at termly pupil progress meetings.

If the special educational needs are significant, the child will then be placed on the special educational needs register. The child will then be formally on the school's plan, do, review, special educational needs program. Parents will be involved from the outset. Initially, they will be invited to a detailed discussion with the class teacher to develop a holistic view of the child and what their needs might be.

This then forms the basis of a learning plan for that child which will be reviewed with parents on a termly basis. If it is found that the child is not making progress despite the provision that has been put in place consideration will be given to outside support and assessment to meet the needs of that child e.g. behaviour support, specialist teacher, Educational Psychologist. This could then progress to a request for such a formal special needs assessment leading to an educational health care plan.

If it is felt appropriate, discussions will be held with parents about whether or not Balderstone is the best place to meet their child's needs. If this is not the case, support will be given to the family in finding the best alternative placement for their child.

Monitoring Special Educational Needs

Provision is monitored on a regular basis by the SENDCO (Mrs Joanna Cast) and the headteacher (Mrs Victoria Gow). Support is given to teachers and support staff to advise them on the best provision for particular children. Formally children are discussed through the termly pupil progress meetings, where the head teacher and SENDCO are involved in the plan, do, review cycle for each child.

The head teacher is also responsible for putting together a whole school provision map to ensure that each child's needs are met appropriately.

The SENDCO and the head teacher are available to discuss any special educational needs concerns with parents as requested.

The Governing Body

The SEND Governor, Mrs Louise Dixon, will support the Governors to fulfil their statutory obligations by ensuring: the governing body receives a report at every curriculum meeting to update progress on SEND issues, the SEND policy is reviewed annually, the school website explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and fully provides for pupils with special educational needs.