



Oliver's Battery Primary and Nursery School

Creative, Caring and confident learners for life

SEND Policy 2024

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At Oliver's Battery Primary and Nursery School, we are committed to working towards the provision of the highest quality education for all our pupils, regardless of specific need. We firmly uphold the belief that every teacher is a teacher of every child or young person including those with SEN.

In line with the Code of Practice (2014), the Assistant Headteacher for Inclusions (SENDCo) at Oliver's Battery Primary and Nursery School holds the National Award in Special Educational Needs Co-ordination.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 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)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

Aims and Objectives

At Oliver’s Battery Primary and Nursery School, we are committed to working towards the provision of the highest quality education for all our pupils, regardless of specific need. All schools are supported to be inclusive of all pupils and the early identification of additional needs is paramount in ensuring the best possible progress for all pupils.

We promote a consistent whole school approach to the delivery of SEND, supporting the core values of the school within a fully inclusive ethos and developing a high quality provision that meets the special educational needs of all children, enabling them to make academic progress in line with their peers.

Equality

- To value all children equally in their right to learn, achieve and participate fully in education and in the wider community regardless of their abilities and behaviours

Diversity

- To recognise and meet the diversity of the needs of children through a range of flexible, responsive and varied provision, where reasonable adjustments are made that take into consideration the needs of all learners

Access

- To ensure that all children have access to a broad, balanced and relevant curriculum with high expectations that is differentiated to meet individual learning styles, recognising personal strengths and needs in a positive and caring environment.

Partnership

- To work in partnership with parents and carers in meeting the needs of their children and in developing responsive and timely support for their child
- To empower children so that their voice is heard and heeded in decisions made about themselves and about wider developments in their support

Celebration

- To celebrate children’s achievements and enhance their self-esteem.

At Oliver’s Battery we believe that diversity is a strength, which should be respected and valued by all who learn, teach and visit here.

Identification of Special Educational Needs

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (Code of Practice 2014 6.15)

The Code of Practice (2014) states children may have additional needs in the four broad areas of need:

- Communication and Interaction
- Cognition and Learning, including those with specific learning difficulties such as dyslexia
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to establish what action the school needs to take in order to support the child's learning in order for the child to make progress.

Other groups of pupils may have additional needs or requirements that may impact on progress and attainment but these may not result in a child being identified as having SEND. Nonetheless, such groups and individuals are rigorously tracked and monitored for rate and level of progress. Such groups include, but are not exclusive to:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an additional language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Being a Young Carer

The Code of Practice clearly states that behaviour is not a category of SEND:

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. (Code of Practice 2014 6.21)

Where behaviour is a barrier to the child's learning, Oliver's Battery Primary and Nursery School will take the necessary measures to identify what the behaviour is communicating and underlying needs of the child and plan support as necessary.

A Graduated Approach to SEND Support

How does Oliver's Battery Primary and Nursery School identify and manage children and young people with SEND?

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. The Senior Leadership Team, including the Inclusions Leader and School Governing Body, regularly review quality first teaching for all pupils through learning walks, book scrutiny and pupil progress meetings.

Pupils are regularly assessed against their own prior learning, and use this information to set realistic targets. These assessments aid identifying whether a pupil is not making expected progress. Once pupils have been identified as not making sufficient progress the following take place:

- Discussion between the class teacher and Inclusions Leader at pupil progress meetings
- Discussion with teachers within their Key Stage
- Discussion with Head Teacher
- Appropriate classroom teaching, planning and environmental adaptations take place

If these measures do not help the pupil to make progress the following take place:

- Discussion with the Inclusions Leader
- Classroom observations of a pupil where appropriate
- Further assessments to further establish a pupils needs; unpicking the child's barrier to learning
- Discussions with parents
- Close tracking of pupils
- Identification of intervention programmes and monitoring of these through pupil progress meetings and observations to ensure appropriateness for the pupil

Additional screening tools can also be used in identifying a child's potential barrier to learning. For example:

- DEST (Dyslexic Screening Test – Early) and DST-J (Dyslexic Screening Test – Junior) are used when children are not making expected progress in literacy. These screening tests also often identify where information processing is a barrier to learning, the difficulty children with specific learning difficulties, such as dyslexia.

When it is established that a pupil may have additional special educational needs, the Inclusions Leader uses the guidance set by Hampshire through the SEND Support Criteria, determines whether the child meets the criteria and will then make the decision to add the child to the School's SEND Register.

If parents believe their child has special educational needs, then we invite them to make an appointment with their child's class teacher to discuss specific concerns. The class teacher, if necessary, can then meet with the Inclusions Leader to discuss next steps. After a period of intervention a subsequent meeting may be held between the parents, class teacher and Inclusions Leader.

Additional intervention and support cannot compensate for the quality of teaching and therefore in making special educational provision, the Inclusions Leader plays an active part in pupil progress meetings. Working alongside the class teacher, appropriate interventions are recommended.

Once a pupil has been identified as having a specific need and an intervention programme has been decided upon, we will use two further tests:

- Salford – Assessing reading ages
- SWST – Single Word Spelling Test – Assessing spelling ages

These are used before the intervention is started in a pre-assessment and again after 5-6 weeks. This helps to measure the pupil's progress and to ensure the effectiveness of the intervention programme.

If a pupil continues to make limited progress advice and guidance from outside agencies may be sought. Request for **Specialist Teacher Advisors** (STAs) can be made for children with SEND. They include the following:

- Hearing Impairment (HI)
- Visual Impairment (VI)
- Physical Disability (PD)
- Specific Learning Disabilities (SpLD)

The **Speech and Language Therapist** (SALT) visits once per term to provide reviews, assessment and diagnosis, advice and therapy programmes for children who have various levels of speech, language and communication difficulties.

Educational Psychologists (EPs) visits are provided through a service level agreement.

EPs work with:

- Groups of school staff to develop ways of working with children as individuals and in groups
- Head teachers, inspectors, advisory teachers and education officers to develop approaches to teaching and learning
- Schools to provide guidance on managing whole school issues, such as reducing bullying, improving playground behaviour and teaching children to read
- Individual children and/or their parents/carers
- Other professionals from health authorities, social services and voluntary organisations
- Pre-school providers, parents and carers for children under school age.

The Early Help Hub provides a process for identifying needs and bringing services together to meet those needs of a family as a whole more quickly and effectively.

These agencies include the following:

- Physiotherapists
- Occupational Therapists
- Speech and Language Therapists
- School Health Service
- Primary Behaviour Support
- CAMHS (Children and Adolescent Mental Health Services)

Where behaviour is challenging and causing disruption to the learning of the child and their peers, the school can request the support from behaviour support workers through **Primary Behaviour Support**.

Support from these services may be provided in the following ways:

- Specific support to the pupil
- Assessment of the child with specific needs

- Programmed planning to meet specific needs
- Advice on curriculum access
- Advice on management strategies
- In-service training
- Support for school planning
- Regular meetings with the relevant service to promote continuity in meeting the child's needs

Managing pupils needs on the SEND Register

In managing the needs of the children on the SEND Register, the Inclusions Leader monitors and analyses the progress that the children make; as a group and against the progress of their peers.

SEND tracking documents provides information including:

- Date of birth – which also looks at whether a child has a summer birthday
- Record of attendance – to establish if this an additional cause in a child's progress; this is updated on a termly basis
- Identification of need against the four broad areas of need
- Attainment in the key learning areas of reading, writing and maths
- Provision for each individual on the register with impact of interventions recorded through pre and post assessments; this is updated on a half-termly basis

Class teachers track pupil's progress closely through children's personalised targets.

These targets are monitored on a half termly basis by the inclusions leader. They are regularly reviewed and re set by class teacher and support staff.

Targets are shared with the child, the child's parents/carers and Learning Support Assistants.

Class teachers, working alongside the Inclusions Leader, plan for specific interventions to be delivered to the children on the SEN Register. The Inclusions Leader oversees these and tracks the provision through SEN Tracking document. The interventions are delivered by Learning Support Assistants and are monitored by the Inclusions Leader. The Inclusions Leader ensures that the intervention is appropriate for the child and monitors the impact. The Inclusions Leader ensures Learning Support Assistants have the relevant training in order to deliver the interventions effectively. The class teacher is ultimately responsible to ensure the impact of the intervention feeds back into the child's classroom learning.

Where a child has an identified specific learning difficulty, for example dyslexia, adaptations are made. This could be changes to the environment e.g. visual clues and supports; to the way information is presented e.g. chunked instructions, reduction in language.

Interventions and activities are utilised on developing children's

- working, short term and long term memories
- auditory processing, including phonological awareness (the way words work)
- visual processing

In the instance that provision within the school is having limited impact on the child's learning, guidance is sought from external agencies, as outlined in the previous section '*A Graduated Approach to SEND Support*'. The class teacher, working with the Inclusions Leader and with parental permission, refers the child to the appropriate agency. In this process evidence is provided to support the referral. Once external

support is received in school, the Inclusions Leader co-ordinates observations and meetings with class teachers and monitors how the recommendations are put into place. Where evidence suggests a child has more complex needs, the Inclusions Leader, working alongside the class teacher, submits a request for an Education, Health and Care Plan.

Exiting the SEND Register

In the event that a child has made sufficient accelerated progress and is working within expectations for their age and in line with their peers, a review of the child's special educational needs is carried out. In this instance, a child's academic achievement is investigated. In accordance with the four areas of need and Hampshire's SEN Support Criteria, the Inclusions Leader may issue a 'Proposal to change pupil status' form. This outlines the evidence behind the proposal and is then shared with the class teacher and initiates a discussion between the class teacher and the Inclusions Leader. If both parties agree, this is then shared with the parent's/carers and the child is removed from the register. The child's progress remains closely monitored through pupil progress meetings. If there remains concern for the child's future progress, the Inclusions Leader with class teacher discuss level of needs in accordance with Hampshire's SEN Support Criteria. If it is agreed that the child still meets the criteria, the child will remain on the register and continue to receive individual and additional support to meet their needs.

Supporting Pupils and Families

Oliver's Battery Primary and Nursery School values the role of parents/carers as an important partnership in the team approach to their child's learning.

Contact with parents/carers includes:

- Home/school book where appropriate
- Parent/Class Teacher meetings with Inclusions Leader
- Informal discussions
- Parent evenings
- Annual Reviews for children with an Education Health Care Plan (EHCP)
- Assessments/reviews with staff from outside agencies e.g. the educational psychologist

The Inclusions Leader meets officially with parents when there are issues to discuss, and has an 'open door' policy for any parental concerns or queries.

Wherever possible parents/carers are given the opportunity to contribute their perspective on their child and may include:

- Views on the child's health and development
- Perceptions of the child's performance, progress and behaviour at school and at home
- Factors contributing to any difficulty
- Contribution to targets
- Ways in which reinforcement of targets can be carried out at home
- Action that the school may take

To further support pupils and families, the role of an Emotional Health and Well-being Worker is currently being developed. The key part of this role is to meet the needs of vulnerable children, who struggle with sharing their emotions, as well as working more widely with parents and carers.

Admissions

Hampshire County Council is the admission authority for all community and voluntary controlled primary and secondary schools. The admission arrangements are determined by the County

Council, after statutory consultations. Please see the Admissions pages on our school website.

Admissions procedures for pupils with SEND correspond to Hampshire's policy for all pupils. The guiding principles of the school admission policy are:

- To be easy for parents and schools to understand and operate;
- To enable children, as far as possible, to attend their local school and thereby minimise long or difficult journeys to school;
- To enable siblings, as far as possible, to attend the same school (or linked infant and junior schools);
- To promote high educational standards through curricular and pastoral continuity between schools serving the same catchment areas;
- To promote school involvement with the local community.

Children with Education, Health and Care Plans (EHC Plans), are required to make admission enquiries with the SEN Team Contact Centre. This group of children take priority on any waiting lists and in some cases it is possible for the school to take a pupil with SEN even though the year group is full. Where a child has special educational needs but does not require an EHCP, the process is as general admissions.

SEN Service

Hampshire County Council Children's Services Department

Elizabeth II Court East, The Castle, Winchester, SO23 8UG

Tel: 0300 5551384

Email: childrens.services@hants.gov.uk

Website: <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/contacts>

Local Offer

In accordance to statutory requirement, Oliver's Battery Primary and Nursery School's SEN Information Report can be found on the school's website:

www.oliversbatteryprimary.com

Further information regarding Hampshire's Local Offer, and meeting the needs of children with special educational needs can be found through the following websites:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6>

Transition Arrangements

At Oliver's Battery Primary and Nursery school, we have carefully planned and structured transition programmes in place for pupils with SEND at Foundation Stage, end of Key Stages and all other times where support with transitions might be needed.

The Inclusions Leader, along with the Foundation Stage Teacher, meet with pre-school staff and usually a Transition Partnership Agreement (TPA) is written for pupils with more complex needs. Through this a child's strengths and areas of difficulty are identified and actions are set out to support the school and the pupil in a successful transition.

Year 6 staff and Inclusions Leader meet with secondary staff to plan transition arrangements for pupils who need additional support and TPA's are written for pupils with more complex needs.

With in-school transition, pupils are supported through Therapeutic Active Listening Assistant (TALA) support and a moving up day. Where necessary a pupil can visit their new classroom more regularly to become more familiar with the new environment.

Access arrangements (SATS)

A small number of pupils may need additional arrangements so they can take part in the key stage 2 tests. Oliver’s Battery Primary and Nursery School adheres to the statutory guidance set out by the DfE. Working with the Headteacher and Inclusions Leader, the class teacher considers access arrangements before they administer the tests. In accordance with guidelines, access arrangements are based on normal classroom practice for pupils with particular needs and include the use of readers or scribes as well as extra time.

Access arrangements may be appropriate for a pupil:

- with a statement of special educational need (SEN) or an Education Health and Care Plan as described in www.gov.uk/government/publications/send-code-of-practice-0-to-25
- for whom provision is being made in school using the SEND Support and whose learning difficulty or disability significantly affects their ability to access the tests
- who requires alternative access arrangements because of a disability (which may or may not give rise to a special educational need)
- who is unable to sit and work for a long period because of a disability or because of social, emotional or mental health difficulties
- with EAL and who has limited fluency in English

Parent Support

Parents can access support from **SENDIASS** – Special Educational Needs and Disability, Information, Advice and Support Service.

Further information can be found:

SENDIASS – Special Educational Needs and Disability, Information, Advice and Support Service.	SEN Service
Tel: 0808 164 5504 Email: hampshiresendiass@coreassets.com Website: www.hampshiresendiass.co.uk	Hampshire County Council Children’s Services Department Elizabeth II Court East, The Castle, Winchester, SO23 8UG Tel: 0300 5551384 Email: childrens.services@hants.gov.uk Website: https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/sen

Managing medical conditions

The school recognises that pupils at 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 may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Monitoring and Evaluation of SEND

At Oliver's Battery Primary and Nursery School we continually track and monitor the progress of all pupils to promote an active process of continual review and improvement of provision for all pupils through:

- teacher assessment
- Pupil Progress Meetings held between Headteacher, Class Teachers, Inclusions Leader
- meetings between the Inclusions Leader and SEN Governor
- at least termly data reports to the Headteacher and Governors
- parent views
- pupil views

Training and Resources

At Oliver's Battery Primary and Nursery School, SEND is funded through a notional SEND budget, an element of the school's delegated budget allocated for SEND provision. This is calculated on an annual basis and will not change during a financial year. The notional SEND budget enables the school to make necessary provision over and above the standard teaching offer of teaching and learning for all pupils. Where a pupil has an Education, Health and Care, the school is responsible for funding the first 12.5 hours of the additional support. If a pupil's statement is greater than this, the SEND Service will allocate additional funding in order to meet the pupil's needs.

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

Training of adults working within the school is ensured through:

- performance managements – targets are set and professional development needs identified
- continuous professional development
 - delivered through staff meeting, INSET and Key Stage meetings, or provided through the support of outside agencies
 - identified through school action planning, performance management target setting, whole school issues

At Oliver's Battery Primary and Nursery School, all teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusions Leader to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's Inclusions Leader regularly attends the LA SENDCo network meetings in order to keep up to date with local and national updates in SEND and attends Designated Teacher training.

Roles and Responsibilities

Role of SEN Governor

- ensures that there is a qualified teacher designated as Inclusions Leader with responsibility for co-ordinating special educational needs for the school. The Inclusions Leader/SENDCo must be a qualified teacher working at the school. If the Inclusions Leader/SENDCo is newly appointed and has not previously been the SENDCo at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.
- takes account of the SEND Code of Practice when carrying out their duties
- makes sure that the responsible person makes all staff who are likely to teach the pupil aware of the pupil's SEND
- ensures the school produce and publish online its school SEND Information Report
- ensures the school has arrangements in place to support children with medical conditions
- meet at least termly with the Inclusions Leader and provide support to the Inclusions Leader by:
 - asking for reports from key staff, including the Inclusions Leader and the headteacher, on the progress, process and impact of implementing the new code
 - finding out how and when parents are kept informed about the progress of their children with SEND throughout the academic year
 - follow the Strategic Plan of the Full Governing Body with a focus on children with SEND
- checking the process/operation of the school's complaints procedure in light of changes to the code
- monitors and evaluates action plans and any scrutiny of school data.

The Inclusions Leader

Key Responsibilities:

- co-operates with the local authority in developing the local offer
- uses best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEND
- makes sure that the teachers in the school are aware of the importance of identifying pupils who have SEND and of providing appropriate teaching
- ensures that parents are notified by the school when special educational provision is being made for their child, because it is considered that he or she has SEND
- acts quickly to listen and respond to parental concerns before they become complaints, making use of SENDIASS wherever possible
- monitors the provision for children with SEND, and those with additional needs, in the classroom
- supports colleagues to deliver high quality teaching
- monitors the progress of SEND, and other vulnerable groups of children, to identify children at risk and to ensure that effective programmes are in place
- leads and monitor intervention programmes to ensure that they contribute to the child's overall progress
- reports to Senior Leadership and governors on the quality of teaching and learning for children with SEN and additional needs
- devises, implements and monitors the impact of an action plan to improve the quality of provision
- to seek external provision and to monitor its effectiveness and impact
- ensuring staff are aware of their responsibilities with regard to children and young people with medical conditions

The Class Teacher

The class teacher has responsibility for the progress of children with SEND within their individual classes. Their role incorporates the following:

- Providing High Quality Inclusive Teaching for all pupils, including those identified with SEND
- Identifying pupils with SEND
- Seeking and implementing advice from the Inclusions Leader
- Informing persons with responsibility when a child has been identified as having SEND
- Collation of data as stated on SEND monitoring forms
- Setting, implementing and monitoring progress against targets in Personal Learning Plan (PLPs)
- Ensuring that targets agreed with external agencies are implemented
- Providing planning for Learning Support Assistants
- Liaising with Learning Support Assistants and the Inclusions Leader and at reviews
- Liaising with parents regarding learning targets/goals and discussion of ways in which they can be reinforced at home

Learning Support Assistants

The Learning Support Assistant team report to the Inclusions Leader as their Line Manager.

The LSA's are guided on a day-to-day basis by the Class Teacher and liaise with class teachers and the Inclusions Leader regarding involvement with children identified with SEND. Their role may include the following:

- Working with individual/groups of children in or withdrawn from the classroom depending on individual needs
- Implementing planned programmes for identified children
- Recording levels of progress
- Involvement with annual reviews for statemented children

At Oliver's Battery Primary and Nursery School:

The Designated Teacher for Looked After Children and person responsible for LAC funding is Mrs Bordoli. The DSL (Designated Safeguarding Lead) is Miss Vittle and the Deputy DSL's are Mr Sleeman and Mrs Bordoil.

The responsibility for managing Pupil Premium Grant is Miss Vittle

The responsibility for managing the medical conditions of pupils is Mrs King

The responsibility for co-ordinating new to English speakers is Mrs Bordoli

Storing and Managing Information

Documents are stored and managed in line with the School's Retention Schedule, in accordance with Hampshire County Council's Record Retention Schedule. A copy of this is held in the school office.

Reviewing the policy

It is recommended that the SEND policy is reviewed annually. At Oliver's Battery Primary and Nursery School, we will review the policy and the SEND Information report annually and update where necessary.

Accessibility

Schools have a statutory duty to plan to increase over time the accessibility of schools for disabled pupils and implement these plans. Oliver's Battery Primary and Nursery School has drawn up a plan in accordance with the planning duty in the Disability Discrimination Act (1995), as amended by the SEN and Disability Act (2001). The details of this can be found in the School Accessibility Plan.

Within the School Accessibility Plan the principles are laid out and emphasise the Key Objective of reducing and, where, possible eliminating barriers to accessing the curriculum and ensure full participation in Oliver's Battery community for pupils, and prospective pupils, with a disability. These principles include:

- to not discriminate against disabled pupils in their admissions and exclusions
- to not treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan
- recognising and valuing parents' knowledge of their child's disability.
- respecting confidentiality of both parents and children

Oliver's Battery Primary and Nursery school provides all pupils with a broad and balanced curriculum differentiated and adjusted to meet the needs of individuals and their preferred learning styles. At Oliver's Battery Primary and Nursery School, advice is sought from Local Authority services, such as specialist teacher advisors and SEN Inspectors/advisors and of appropriate health professionals to ensure effective provision and inclusion. The needs of pupils and visitors with physical difficulties and sensory impairments will be taken into account when planning and undertaking future improvements.

Parents are warmly invited to contact the school office at any time to arrange a meeting with key staff.

Complaints

Concerns about SEN provision raised by persons with responsibility about their child can contact the school and arrange to speak to the appropriate member of staff or Head teacher.

The complaints procedure is explained on the school website and can be provided on request from the head teacher.

Bullying

Bullying in any capacity is not tolerated.

Please refer to the separate Bullying Policy, found within the school's Behaviour Policy.

Positive steps are taken to ensure we build the resilience of all the pupils at Oliver's Battery Primary and Nursery School.