



SEND POLICY AND INFORMATION REPORT	
Reviewed by:	Jan Brook – Head of Learning Support
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SEND Policy and Information Report

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1. Aims

Our Special Educational Needs and Disabilities (SEND) Policy and Information Report aims to:

- Set out how our School will support and make provision for pupils with SEND.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Vision statement

The School's Vision Statement

To provide a supportive and caring environment for learning and excellent teaching, designed to ensure all pupils achieve their academic best.

At Ballard School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Our Department of Enhanced Learning (DEL) can arrange additional Specialist Teacher support for our pupils with Special Educational Needs and Disabilities (SEND), those who are academically able, those needing support with English as an Additional Language (see EAL Policy).

Together we take pride in making a positive contribution to our School and the wider community.

Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education in line with the *Special Educational Needs Code of Practice 2014*.

Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, who complete a parental declaration form for special educational needs and disabilities prior to entry, Early Years settings and Education, Health and Care services prior to the child's entry into the School. Baseline assessments are carried out within a month of pupils starting at Ballard to inform learning and teaching and to highlight discrepancies.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers and, when deemed necessary, specialist teachers, will help to ensure that they are able to reach their full potential.
- **Make appropriate provisions to overcome all barriers to learning and ensure pupils with SEND have full access to the curriculum.** This will be coordinated by the Head of Learning Support (Mrs Jan Brook), EYFS SENCO (Mrs Lara Acott) and Headteacher (Mr Andrew McCleave) and will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Seeking the support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services will include Specialist Teacher support for the Hearing Impaired and Visually Impaired, Speech and Language Therapy, Children, Adult Mental Health Service (CAMHS) and the Network of SENCOs operating in the neighbouring counties.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinion of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through School by wider opportunities such as School council, residential visits, School plays, sports teams and through the Houses: Broadley, Wilverley, Setthorns and Holmsley.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report
- [Definitions of special educational needs and Disabilities \(SEND\) taken from section 20 of the Children and Families Act 2014](#).

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. have a significantly greater difficulty in learning than the majority of others of the same age; or
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must 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.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and Responsibilities

4.1 The Head of Learning Support

The Head of Learning Support (Special Educational Needs Coordinator (SENCO)) is Mrs Jan Brook. Her contact details are email: jan.brook@ballardschool.co.uk, telephone: 01425 626900.

Mrs Brook will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND Policy and provision in the School;
- Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching;
- Advise on the School's approach to providing SEND support;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements; and
- Ensure the School keeps the records of all pupils with SEND up to date.

The person responsible for the day-to-day provision of education for pupils with SEND at Early Years Foundation Stage (EYFS) is Mrs Lara Acott. Her contact details are lara.acott@ballardshool.co.uk telephone 01425 626900.

4.2 The SEND Governor

The SEND governor, Mrs Fiona Morgan, will:

- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this; and
- Work with the Headteacher and the Head of Learning Support to determine the strategic development of the SEND Policy and provision in the school.

4.3 The Headteacher

The Headteacher will:

- Work with the Head of Learning Support and SEND governor to determine the strategic development of the SEND Policy and provision in the school; and
- Have overall responsibility for the provision and progress of learners with SEND.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the Head of Learning Support to review each pupil's progress and development and decide on any changes to provision;
- Ensuring they follow this SEND Policy;
- Ensuring they access information on individual pupils' Special Educational Needs, including Pupil Passports, Enhanced Learning Plans (ELPs), targets set and in class adjustments; and
- Details of classroom strategies for SEND pupils are detailed on iSAMS and the Pupil Passports available in the Department of Enhanced Learning (DEL) section on SharePoint. Here staff can access practical advice, teaching strategies, and information about special educational needs and disabilities.

Early Years Foundation Stage (EYFS) staff can access:

- All of the above; and
- SEND information through BCP/Dorset/Hampshire's Early Years Educational Authority.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents to aid the effective co-ordination of the School's SEND provision.

5. SEND Information Report

5.1 The kinds of SEND that are provided for

Our School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction (CI), for example, Autistic Spectrum Condition (ASC), speech and language difficulties;
- Cognition and learning (CL), for example, dyslexia, dyscalculia, dyspraxia;

- Social, Emotional and Mental Health (SEMH) difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD); and
- Sensory and/or Physical (SP) needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers; or
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupils and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We consider the parents' concerns;
- Everyone understands the agreed outcomes sought for the child; and
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the Deputy Heads of Section who will liaise with the Head of Learning Support/SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment and behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The pupil's own views; and
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupils will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Interventions provided at Ballard School include:

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.;
- Adapting our resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.; and
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number of Teaching Assistants (TAs) and Personal Learning Support Assistants (PLSAs) who are trained to deliver appropriate interventions.

Teaching assistants will support pupils in small groups when pupils need extra input and /or are working outside the level of the majority of their peers.

We are committed to whole School inclusion. At Ballard School we support children with a range of special educational needs.

We can provide additional specialist teacher support for literacy and numeracy and seek specialist SEND provision and training from SEND services where necessary. (See schedule of fees for the appropriate academic year for advice on charges for additional support). PLSAs and TAs will support pupils on a 1:1 basis when they are unable to fully access the curriculum despite having access to differentiated materials.

Teaching Assistants will support pupils in small groups when pupils need extra input and /or are working outside the level of the majority of their peers.

We work with the following agencies to provide support for pupils with SEND:

- CAMHS, Specialist Teacher Advisory Services in Hampshire and Dorset, the STAs Communication & Interaction Team (C&I) for example.
- We also have in-house expertise: literacy and numeracy Specialist Teachers, Assessors, and EAL teachers.

5.9 Expertise and training of staff

Our Head of Learning Support (SENCO) has over 12 years' experience in this role and has worked as a primary and secondary school teacher, Specialist SpLD Teacher and specialist teacher assessor in the USA, Scotland and England. She has over 35 years' experience in the education sector.

We have a team of Specialist Teachers who are experienced classroom teachers with a level 7 diploma in Specific Learning Difficulties (SpLDs) who can provide 1:1 support for pupils when required. We also have a number of teaching assistants, including some higher-level teaching assistants (HLTAs) who are trained to support SEND children in the classroom.

In this academic year, staff are invited to attend a number of lectures from keynote speakers on the most commonly occurring Special Educational Needs at Ballard School, and the latest research and support available. INSET training will also instill confidence in staff and give them the skills required to make suitable adjustments, differentiate, and enable all pupils to work at a level commensurate with their underlying ability.

We have in-house specialist staff who provide one-to-one literacy and numeracy interventions, as well as support for pupils whose first language is not English.

We also have in-house trained assessors who are qualified to carry out full diagnostic assessments and assess for Exam Access Arrangements (EAAAs).

5.10 Securing equipment and facilities

Funding for resources and support for pupils with an EHCP can sometimes be acquired in negotiation with Hampshire, Dorset or BCP county council.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term;
- Reviewing the impact of interventions after 10 weeks;
- Using pupil questionnaires;
- Monitoring by the Head of Learning Support and EYFS SENCO;
- Using Pupil Passports and Enhanced Learning Plans (ELPs) to measure progress and the effectiveness of the interventions; and
- Holding annual reviews and/or transition meetings for pupils with EHC plans.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our co-curricular activities and School visits are available to all our pupils, including our before-and after-school clubs.

- All pupils are encouraged to go on our residential trip(s) wherever possible. Should the needs of the pupil be deemed to jeopardise safety after a risk assessment has been carried out, a decision will be made accordingly;
- All pupils are encouraged to take part in sports day/School plays/special workshops, etc.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the School Council;
- Pupils with SEND are also encouraged to be part of all clubs to promote teamwork/building friendships etc.;
- Pupils with SEND can access support from a pastoral care assistant at any time; and
- Pupils with SEND can have access to the School Counsellor.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

The school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families as required.

5.15 Complaints about SEND provision

Complaints about SEND provision in our School should be made to the Head of Learning Support in the first instance. They will then be referred to the School's Parents' Complaints Policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our School has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services; or
- Making reasonable adjustments.

5.16 Contact details of support services for parents of pupils with SEND

Should additional support services be required options are discussed with parents when required.

5.17 Contact details for raising concerns

See Roles and Responsibilities section of this Policy for details.

5.18 The local authority local offer

Our contribution to the local offer can be found in Appendix 1.

Our local authority's local offers are published here: Further information about EHC Plans can found via the SEND Local Offer. Parents should contact the relevant county according to their residential address such as Hampshire, Southampton, Bournemouth, Poole and Christchurch (BCP) or Dorset. The following websites may be helpful unless they have been recently updated.

- www3.hants.gov.uk/sendlocaloffer.org.uk; and
- <https://www.bcpfamillyinformationdirectory.com/kb5/poole/fis/localoffer.page>; or
- by speaking to an Education, Health and Care Plan Co-ordinator on 01305 224138 or by contacting the Parent Partnership Service at www.dorsetforyou.com or www.3.hants.gov.uk/childrens-services/parentpartnership.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of

need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will usually be taken at a progress review/meeting with parents or can be requested by the parent.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Head of Learning Support/SENDCO
- Psychologists
- Psychiatrists
- Social Care
- Health Care Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by the appropriate county council, BCP, Dorset, Hampshire or Southampton, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

6. Monitoring arrangements

- This policy and information report will be reviewed by Mrs Jan Brook, Head of Learning Support, **every year**;
- It will also be updated if any changes to the information are made during the year; and
- It will be approved by the governing board.

7. Links with other policies and documents

This Policy links to our Accessibility plan, Behaviour, Reasonable Adjustments and Disability policies.

Jan Brook
Head of Learning Support
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