

Bradleys Both CP School
Policy for special educational needs and disabilities (SEND)
2018-2019

Agreed by governors November 2018

Review date September 2019

This policy is in line with the final draft Code of Practice which has been ratified by parliament for use from January 2015

Abbreviations used

ASCOS	Autism Outreach Support Service
CoP	Code of Practice
EP	Educational Psychologist
EMS	Enhanced Mainstream School
ESWS	Educational Social Work Service
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant

School's aims and values statement

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to: achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training. Cof P 2015 6.1

Objectives of the policy

At Bradleys Both Community Primary School it is our aim:

- For all children to be included in and to have access to a broad, balanced and relevant curriculum. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. Provision and support to be deployed effectively to ensure the curriculum is differentiated where necessary. To set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

- For children to experience a wide range of activities leading to greater independence and decision making..
- For children to achieve the very best they are capable of. This will be co-ordinated by the class teacher, SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' make at least good progress.
- For children to be happy and to demonstrate personal development. This means encouraging relationships with adults and children in school where pupils feel safe to voice their opinions of their own needs. Pupil participation for all is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and playground buddies.
- For children's needs to be identified early and all learners to be well equipped to meet those needs. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school. When the pupils' needs cannot be met by the school alone some of these services may be consulted:
The Educational Psychologist, Prevention Team and Health Visitor, Educational Social Worker, Speech and Language Therapist, Physiotherapist, Occupational Therapists, Paediatrician, Enhanced Mainstream Schools for Speech, Language and Communication, specific learning difficulties and behaviour, ASCOSS – Autistic Spectrum Condition Outreach Service and Parent Support Adviser.
- To 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.

Philosophy

The school community believes that :

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

Principles

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

has a significantly greater difficulty in learning than the majority of others of the same age

Cof P 2015 xiv

Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act.

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

Procedures

The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEN provision is as follows:

The person responsible for coordinating the day-to-day provision of education for pupils on the Inclusion and/or SEND list is Alison Hitchen (SENDCo)

SEN Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be made to add that child to the SEND register. The aim of formally identifying a pupil with SEN

is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess**
- Plan**
- Do**
- Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Co-ordination of SEND

The SENDCo will inform and update the Headteacher, who has the overall responsibility for the provision and progress of learners.

The SENDCo will meet with the SEND Governor each half term to discuss provision and ensure that national requirements are being met.

Whole school approaches:

All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all

- Regular communication takes place between class/ subject teachers, TAs,

SENDCo, parents and pupils to ensure good progress

- All staff have appropriate access to up to date information about pupils with additional needs
- The SENDCo/ learning support dept. offer advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All students have individualised targets
- Provision maps are shared so that staff, pupils and parents know what reasonable adjustments are available
- The training budget for staff is transparent
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- School uses the local authority's local offer to inform the School Information Report. This is published on the school website as part of the governors' SEN information report*.

Individualised approaches:

Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated

- Additional help will be sought appropriately from specialist (see above)
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans, all SEND pupils will be allocated a key worker
- Reviews will be held regularly, the parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need
- The SENDCo will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The school will follow the latest statutory guidance, currently the CoP 2015

Monitoring and evaluating performance

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Forensic analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns
- Completion of statutory functions by the SENDCo related to referral for Education Health Care Plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENDCo, LA adviser, SEN governor
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

The governing body evaluate the work of the school by:

- Appointing a SEND governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning

- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEND funding

Formulated October 2018

Approved by governors.....

Review date September 2019

*The SEN information report (School's Local Offer)

6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about: the kinds of SEND that are provided for, policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENDCO (mainstream schools), arrangements for consulting parents of children with SEND and involving them in their child's education, arrangements for consulting young people with SEND and involving them in their education, arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review, arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society, the approach to teaching children and young people with SEND, how adaptations are made to the curriculum and the learning environment of children and young people with SEND, the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured, evaluating the effectiveness of the provision made for children and young people with SEN, how children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND, support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying, how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families, arrangements for handling complaints from parents of children with SEND about the provision made at the school.