

The Bellbird Primary School



SEND Policy

Special Educational Needs and Disability

November, 2019

(To be reviewed Summer 2021)

Introduction

At The Bellbird we are focused to meet the needs of all our pupils and in so doing raise the achievement of all our children, empowering them to excel and to 'soar to success.'

Everyone within our school community, governors, staff, pupils and parents, has a positive and active part to play in supporting all our young people.

At The Bellbird it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve to their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory/Physical

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally available for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014**

The Bellbird Primary School also recognises that the needs of high achieving children should also be catered for, and recognised, as a 'special educational need.'

This SEND policy details how, at The Bellbird, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. As an Inclusive School, we ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in school activities together with all other pupils.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND;
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership;
- to make clear the expectations of all partners within the SEND process;
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- to ensure support for pupils with medical conditions, encouraging inclusion in all school activities by ensuring consultation with health and social care professionals;
- to identify the roles and responsibilities of all staff in providing for children's special educational needs;
- through reasonable adjustments to enable all children to have access to all elements of the school curriculum;
- to work in cooperation and ensure productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Equal Opportunities and Inclusion

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Across all subjects we work to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. At The Bellbird, staff regularly meet with the SENDCo, and other subject leads, to ensure that all children have equal access to achieving and succeeding across the curriculum in all subjects.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language, literacy and mathematics;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's maximum participation in learning, and in physical and practical activities;
- helping children to become increasingly independent to manage their emotions and behaviours and to take part in learning effectively and safely.

Support staff assist teachers in responding to children's needs by:

- sharing in the assessment of needs and planning of objectives
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher;
- using suitably modified resources or activities to help meet specific objectives.

Roles and Responsibilities

The Headteacher and Governing Body determine the school's general policy and resources allocation. The teaching staff are responsible for meeting SEND needs within their own class and liaise with the SENDCo, who co-ordinates SEND within the school. The SENDCo in turn keeps the Governing Body fully aware of SEND issues. At The Bellbird, Mrs Martin is SENDCo.

The Role of the Head Teacher

The Head teacher has overall responsibility for SEND provision and for assessment at The Bellbird. The Head teacher is responsible for keeping governors informed with regard to SEND issues and in the case of any complaints about general or specific SEND issues should be referred to the Head teacher in the first instance.

The role of the Governing Body

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are managed effectively.

The Governing Body has agreed that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings.

Our named Governor with SEND responsibility is Ms Florence Roegiers.

The Role of The SENDCo and provision at The Bellbird

The Special Educational Needs Co-ordinator's [SENDCo, Mrs Martin] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy;
- Co-ordinating provision for children with SEND;
- Liaising with and advising teachers and support staff;
- Overseeing the records of all children with SEND;
- Liaising with parents of children with SEND;
- Contributing to the in-service training of staff;
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer;
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies;
- Co-ordinating and developing school based strategies for the identification and review of children with SEND;
- Making regular visits to classrooms to monitor the progress of children on the School Special Educational Needs Register;
- To oversee the school's maintenance of its Dyslexia friendly status, ensuring that appropriate strategies are employed throughout the school and that staff training is kept up to date;
- Monitors and evaluates the special educational need provision and reports to the governing body.

The SENDCo at The Bellbird currently has time out of class in order to plan, co-ordinate, liaise manage and monitor special educational needs across our school. Mrs Martin is also part of the SLT at The Bellbird.

Allocation of resources

- The SENDCo and Head teacher are responsible for the operational management and agreed resourcing of special needs provision within the school, including provision for children with Education Health and Care Plans. The Headteacher informs the governing body how funding allocation to support special educational needs has been deployed.
- The Head teacher, SENDCo and class teachers meet to agree on how to use funds directly related to children with Educational Health and Care Plans.

Identification, Assessment and Provision

The Bellbird Primary School has a named SENDCo. Mrs Martin has undertaken the Government SENCo qualification and we have a named Governor responsible for SEND (Ms Florence Roegiers). Together they ensure that The Bellbird Special Educational Needs and Disability Policy works within the guidelines and Inclusion Policies of the Code of Practice (2014), the Local Education Authority and other policies current within our school.

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day to day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years / previous years learning. If the child already has an identified special educational need, this information may be transferred from other partners in Early Years settings / other school settings and the class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. If appropriate CREDS will be contacted to support a First Language Assessment.

The Bellbird Primary School adopts The Code of Practice's (2014) graduated response procedure for the identification of provision for pupils with special educational needs.

The Bellbird follows county guidance on the identification of special needs according to the graduated response as explained below. The Bellbird ensures that the SENDCo, who in turn is supported by appropriate training, supports teachers in identifying children with SEN or those who are underachieving.

The Graduated Response is as follows

1. In class differentiation
2. Intervention
3. Request for Specialist teacher support and advice
4. Request for needs assessment for an Education, Health and Care Plan
5. ~~An agreed Education, Health and Care Plan~~

1. In class differentiation

Children's needs are met by a differentiated curriculum, ensuring they are progressing at an appropriate level. Children do not all progress at the same rate. This closing of the gap in learning is being met by the class teacher and work achieved within the classroom.

2. Intervention

Children may be identified as particularly underachieving in a specific area or showing a lack of progress in a particular subject. In these cases they may benefit from more focused / directed work to enable staff to monitor them more closely. They may access some pre-teach or follow up time in light of assessed misunderstandings or to address misconceptions or to reinforce new concepts. Such support, would be provided, as part of the school's usual differentiated curriculum. This support work, may be carried out by the class teacher, or by a TA. The child's class teacher would be responsible for monitoring progress or lack of.

This support would be under discussion as part of our regular Pupil Progress meetings with the class teacher, and members of the SLT. Parents would be informed, so they too could support and encourage their child with specific difficulties. A record of the discussion / agreement with parents would be recorded in the form of a SEND Support Agreement.

No outside agencies would be involved in supporting a child at this stage.

3. Request for Specialist teacher support and advice

At times, it may be decided that a child requires specialist support from an outside agency. This would happen in consultation with parents or carers. In these situations a child may be placed on the special needs register. This allows us as a school and parents to ensure focused and appropriate support, necessary to address children's needs. Requesting Specialist Support may be needed when a child:

- makes little or no progress even when teaching approaches are targeted to address a pupil's specific area of difficulty
- shows signs of difficulty in developing literacy or mathematical skills that result in attainment well below related expectations
- presents persistent emotional and or behavioural difficulties which are not addressed by positive behaviour management
- has sensory or physical problems and continues to make little progress despite specialist support
- has communication / interaction difficulties with others and continues to make little progress despite the provision of a differentiated curriculum and targeted support.

A termly meeting would take place between the class teacher and the parents /carer of the child to ensure that the child's needs are being met. The SENDCo and outside professionals may also meet with parents if necessary.

Where multi agencies (SALT, Community Paeds, STT) are involved and a child has a higher level of need, a Common Assessment Form, may be completed. This form holds information that may be accessed by internal and external agencies (with parental permission) in sharing of important information on the child / family. For a CAF form there is a lead professional who may be the SENDCo or a Family Worker if they are involved.

4. Request for needs assessment for an Education, Health and Care Plan

It may be decided that a request is agreed for a needs assessment for an Education, Health and Care Plan, to enable / support a child to progress and access the curriculum in main stream education. This decision may be because despite having had focused and targeted support in school the child:

- continues to make little or no progress in specific areas of the curriculum over a long period of time (as evidenced in Assess, Plan, Do and Review paperwork over periods of focused support)
- continues working well below Age Related Expectations relative to their peers
- continues to have difficulty in developing literacy and mathematical skills
- has emotional or behavioural difficulties which impact negatively on the child's learning despite focused / specific behaviour management strategies
- continues to have ongoing communication or interaction difficulties that impede the development of social relationships and causes substantial barriers to learning.

In these cases evidence will be collected and submitted to the Local Authority where panel will consider the need for statutory assessment.

The SENDCo will coordinate the gathering of evidence with parents, the child, the class teacher and any other external professionals (Community Paeds, SALT, CAMHS services) that have worked alongside the said child.

A bundle of evidence will be forwarded to the Local Authority with a detailed Request for a Needs Assessment for an Education, Health and Care Plan.

5. An agreed Education, Health and Care Plan

Where a child has an EHCP agreed, the actions and outcomes to be met, will be agreed, by all relevant adults involved with the child. The Education, Health and Care Plan, will then be written following Local Authority Guidelines, by the child's Caseworker.

Once the EHCP is implemented in school the SENDCo:

- will be involved, alongside the class teacher, in further assessments of the child and the outcomes being achieved;
- alongside the child's class teacher, will plan future interventions for the child in discussion with all parties involved in supporting / working alongside the child;
- will monitor and review actions taken;
- will arrange and lead an annual review to ensure the child's needs are being met and detail changes to EHCP as deemed necessary.

Areas of Special Education Needs

Following the new code of Practice 2014 the four categories of SEND are

- Cognition and Learning
- Speech, Language and Communication
- Social, Emotional, Behavioral and Mental Health
- Sensory and Physical

Partnership with parents

The Bellbird values working in partnership with parents. Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each half term to share the progress of their children. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents always have access to the SENDCo through a school email address.

Pupil Participation

At The Bellbird we encourage and value pupil participation. We endeavour to facilitate access for all pupils to all activities within the life of our school. Children will where appropriate, be involved in setting, monitoring and reviewing their targets and progress at termly and annual review meetings.

Children are enabled and encouraged to participate in all decision making processes that impact on their education, knowing that they will be listened to and their views will be valued.

Dyslexia Friendly Status

In line with our Inclusion Strategy The Bellbird Primary School seeks to provide equality for all its pupils. Our school actively promotes a Dyslexia Friendly learning environment and uses teaching techniques suitable for all children to learn.

Evaluating Success in relation to SEND at The Bellbird

The governors will evaluate the success of this policy at The Bellbird by enquiring how effectively pupils with special educational needs participate and achieve in their time at our school.

The governors will wish to be informed about the following success indicators:

- The culture, practice, management and deployment of resources, ensuring the needs of all children are met;
- The early identification of a child's SEN difficulties;
- Parents working in partnership with school staff;
- Children contributing to the support they receive at The Bellbird, their wishes being valued;
- Positive contributions and support from external professionals;
- The effectiveness of The Graduated Approach in supporting our children's needs;
- The progress made by children at The Bellbird;
- The inclusion of SEND children at the Bellbird.

Our SEND governor will meet with Mrs Martin, SENDCo and other members of the SLT team to ensure a clear understanding of SEND at The Bellbird. Ms Florence Roegiers and other interested governors will feed back their findings to the full Governing Body.