

The Bellbird Primary School



Special Educational Needs and Disability (SEND) Policy

Review date: June 2020

(To be reviewed Summer 2022)

Special Educational Needs and Disability (SEND) Policy.

At The Bellbird we provide an inclusive curriculum appropriate for all our children. We believe that every teacher is a teacher of every child, including those with Special Educational Needs (SEN), that the principle of inclusion extends to society as a whole and is the responsibility of all pupils, parents, governors, staff and the wider community.

For the majority of pupils, their needs will be met by our provision of a well-balanced, carefully planned and differentiated curriculum in which skilled and diverse teaching strategies are employed. Some pupils will require a degree of extra support in their learning for varying periods of time, according to their level of need. Our school recognises that some pupils will need more specialist and targeted support to engage fully in school life and meet their full potential, they will be offered a more personalised approach and programme for learning.

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, as identified in the new Code of Practice (September 2014).

Children with SEND are included in all areas of school life wherever possible and every opportunity is taken for children with additional needs and those without, to work alongside each other. Access to and within our school for children with physical disabilities is very good and all efforts are made to make reasonable adjustments to accommodate children with a physical disability or need.

The Bellbird has adopted a model of special needs assessment and provision recommended by the Cambridgeshire Local Authority. Our Special Needs Co-ordinator has undertaken the SENDCo qualification and together with our SEND Governors, they are responsible for overseeing assessment and provision of SEND needs at The Bellbird.

The legislation concerning children with SEND is designed to make sure that education, health and social services work in partnership to support these children and that families and children with disabilities have more of a say about services they access.

<http://www.cambridgeshire.gov.uk/SEND>

This policy complies with the statutory requirements set out in the SEND Code of Practice and has been written with reference to the following guidance and documents:

- Equality Act
- SEND Code of Practice
- School SEND Information Report Regulations
- Statutory Guidance on Supporting Pupils at School with Medical Conditions
- The National Curriculum in England, Key Stage 1 and Key Stage 2
- Safeguarding Policy
- Accessibility Plan

'Every Teacher is a Teacher of SEND'

At The Bellbird we aim:

Our Aims

- To value the rich contribution that difference and diversity makes to our schools. In recognising and responding to the diverse needs of children, we will use a range of flexible responses to meet such needs and accommodate their diversity.
- To seek the participation of all our children in learning which leads to the highest possible level of achievement and fulfilment for each individual.
- To ensure the view of the child (according to their age and understanding) and parents are sought and valued.
- To identify and provide for all children's learning and physical needs as early as possible, using a range of strategies.
- To deliver planned and organised support for all children who are experiencing a learning difficulty or have a disability.
- To ensure all children's needs are met through the practice, culture, management, and deployment of resources.
- To work in close partnership with governors, staff, parents, children and outside specialists to create and maintain the best possible provision for all children who have been identified as having a special educational need in accordance with the Code of Practice (2015).

How are we going to achieve this?

- Identify and provide for pupils who have special educational needs and additional needs.
- Work within the guidance provided in the SEND Code of Practice (2015).
- Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs. A whole-school approach is vital to improving children's emotional health and wellbeing, ensuring children's safety, instilling high expectations of behaviour and being aspirational in their achievements.
- Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) will work with staff, children and parents and governors in delivering our SEND Policy.
- Provide support and advice for all staff working with our SEND children.

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 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 2015).

Special educational needs and provision can be considered as falling under four broad areas as outlined in the SEND Code of Practice (2015).

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

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties covers a wide range of needs, including moderate learning difficulties (MLD) to severe learning difficulties (SLD). With SLD, children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspect of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

Schools need to have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools>

Sensory and/or Physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and

young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

A Graduated Approach to SEN Support

The graduated response to providing support for children with SEND is an approach which is recommended by the Code of Practice (2015) under the Education Act (1993) as adopted by Cambridgeshire Local Authority. This is an outline of those graduated response steps:

- Quality First Teaching within the classroom, including normal differentiation
- School Support
- Statutory Assessment
- Education, Health and Care Plan (EHCP)

Quality First Teaching

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all the pupils in their class.
- That all teaching builds on what your child already knows, can do and understands.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve using specific manipulatives and practical resources to support learning.
- That specific strategies as discussed and agreed by the class teacher and SENDCo are in place to support your child to learn e.g. scaffolding resources, use of laptop
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and requires some extra support to help them make the best possible progress.
- Your child's teacher will discuss all children's progress at termly pupil progress meetings with the Senior Leadership Team (SLT) and consider next steps to support their learning.

SEND Support

For your child this would mean:

- If over time, a class teacher had continuing concerns about your child's progress, then they will have discussions with you as parents. Together you would consider a SEND Support Agreement. This agreement would detail specific targets and learning outcomes to support your child at home and at school.
- If the initial and appropriate differentiation alongside the SEND Support Agreement has not led to adequate progress then we would focus to implement the *Assess-Plan-Do-Review cycle*. This paperwork would detail termly progress and would begin a paper trail evidencing support that has been facilitated for your child. This *Assess-Plan-Do-Review* would be necessary to access Statutory Assessment if required at a later date.
- The SENDCo, advising the class teacher, who remains responsible for planning and recording within the classroom setting, would meet with the class teacher, the pupil and parents to discuss progress and support measures that had been put in place.
- Parental and pupil participation will be actively encouraged to support working in partnership to ~~support the needs of your child.~~

- The SENDCo may draw on the advice/assessment of outside specialists if your child's needs met the threshold for accessing their services and consider a range of different teaching strategies/approaches and resources. The Early Help Assessment (EHA) may be jointly completed as part of the referral process to document a holistic picture of your child. We will only share this information with outside agencies that you have given permission for. As a result of this, there may be an additional support plan written for your child that will be reviewed in regular Team around the Child (TAC) or Team around the Family (TAF) meetings.
- The SENDCo may involve outside specialists in the review process of in class strategies and interventions however, the embedding of these remains the responsibility of the class teacher.
- Care Plans will be devised for individual children who have multiple medical needs. This will be done in consultation with parents and outside specialists where appropriate.
- The SENDCo considers whether the pupil meets the criteria to justify an application for Statutory Assessment.

Statutory Assessment

A small proportion of children and young people with SEN may require an Education Health Care Needs Assessment in order to determine whether it is necessary to make provision in accordance with an EHCP. To access an EHCP needs assessment, school must evidence all support strategies and interventions that have been put in place in helping address the needs of the child. School must evidence all external professionals who have supported and given guidance and advice. This information is given in the form of cycles of APDR and in a detailed paper trail of reports from professionals (internal and external) and parents.

The Local Authority will consider the need for statutory assessment following a request by the child's school and/or by the parent.

Education, Health and Care Plan (EHCP)

This EHCP needs assessment will then be referred to Panel for their consideration and if agreed an Educational Psychologist will complete detailed assessments with the child. The LA panel will consider the need for an EHC Plan. If appropriate, an EHC Plan will be drawn up and the provision will be monitored and reviewed annually as per SEND Code of Practice guidelines. A child with a full time allocation of support will have 32 ½ hrs of 1-1 TA support each week.

The Local Offer

As part of the SEND Code of Practice. Local authorities must publish a Local Offer, setting out information about the provision they expect to be available across education, health and social care for children and young people in their area who have SEN or disabilities.

The local offer has two key points

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and service providers in its development and review.

The local offer should cover:

- Support available to all children and young people with SEN or disabilities from universal services such as schools and GPs
- Targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely as part of universal services.
- Specialist services for children and young people with SEN or disabilities who require specialised, longer term support

- Schools also are required to be transparent in what their setting offers in terms of support for children with SEND.
- Further information about the Local offer is located on the school website under Special Educational Needs section.

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

The roles and responsibilities in our SEND provision

Pupils and Pupil Participation

“Children, who are capable of forming views, have the right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matter affecting them.”

UN Convention on the rights of the Child 1989

We believe that all children with special educational needs have a unique knowledge of their own needs and their views about what would help them. Whenever possible the pupils will be consulted and their views taken into account when decisions are being made about their education. This links explicitly with the ethos of the school through valuing the children's views and ensuring it is a child-centered approach.

Pupils will therefore:

- Be fully involved from the start of the process
- Have the assessment process clearly and sensitively explained
- Have their opinions listened to and valued
- Be helped to make informed choices and decisions
- Be involved in the setting and reviewing of targets
- Have their views sought and honestly recorded as part of the annual review process and at other times, as appropriate
- Have their successes celebrated and their efforts recognised
- Be encouraged to grow in their confidence
- Be treated with respect by the rest of their peers

Parents and Information Advice Support Service

We believe that parents have key information to offer and they play a critical role in their children's education. All parents of children with special educational needs should feel that they are treated as partners.

Parents will therefore:

- Play an active and valued role in their child's education
- Be fully involved from the start
- Have the assessment process clearly and sensitively explained
- Offer unique insight with regard to their child and any circumstances that might have an impact on academic and social progress
- Work in partnership with the school to help meet the child's needs
- Have access to external support and information networks

Parents can access further support and information on the school's website by clicking on the links to the Local Authority offer for SEND and the school's SEND information report.

The Parent Partnership Service providing Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability or have concerns that their child has special educational needs.

Governors

It is important that governors work in partnership with staff, pupils, parents and the LA in order to provide the best possible opportunities for their pupils.

The Governors will therefore:

- Fulfil their statutory duties to pupils with special educational needs
- Secure appropriate resources.
- Agree our SEND policy ensuring it has regard to the Code of Practice on the identification and assessment of special educational needs.
- Make an annual report on the effectiveness of the school's work on behalf of the children with special educational needs (pupils' progress; parental and pupil views; staff feedback relating to training and confidence).
- Participate in appropriate training.

Our Governors responsible for SEND are Mrs Elizabeth Taylor and Ms Florence Roegiers.

School /Staff

Every member of staff is **directly responsible** for meeting the needs of all pupils.

The class teacher will therefore:

- Identify that a pupil has a need for additional support.
- Work in partnership with the SENDCo, pupil, parents and other relevant agencies.
- Be aware of parental, personal and emotional investment in the child and support the parents, maintaining a positive dialogue at all times.
- Participate in appropriate training.
- Provide Quality First Teaching for all pupils including planning for group/ pupil differentiation.
- Embed a range of strategies to support our SEND children.
- Ensure implementation of interventions, as advised by SENDCo / external professionals.
- Take responsibility for writing and reviewing SEND Support Agreements and meeting with parents to discuss these.
- Supervise any adults (such as TAs) involved in the learning of their pupils.
- Assess and record progress against targets/ outcomes for all pupils.
- Maintain and keep up to date all required SEND Paperwork.

The SENDCo

The SENDCo will work closely with the Headteacher and the Governors to develop the SEND policy and its implementation. The SENDCo will work with staff and external professionals to develop effective ways to overcome barriers to learning, monitor TAs, monitor quality of training, and set targets for improvement.

The SENDCo will therefore:

- Work in close partnership with the parents, pupils, staff and governors.
- Oversee the SEND policy and information report.
- Advise teachers on how pupils might meet planned learning outcomes.
- Co-ordinate the provision for pupils with SEND.
- Oversee the records kept by the teacher on all pupils with SEND.
- Share all relevant information with the staff team supporting a child so consistency of approach can be achieved.
- Monitor pupils with SEND throughout the school.
- ~~Manage the TAs.~~

- Hold regular TA meetings to keep TAs updated with key school information.
- Contribute to in-service training of staff and governors.
- Liaise and work in partnership with external agencies.
- Attend Local Authority briefings, SENDCo Cluster meetings and training opportunities to keep up to date with local and national SEND updates when possible.
- Be responsible for ensuring value for money and effective allocation of provision which is reviewed regularly in conjunction with the Head Teacher.

The SENDCo/Inclusion Manager at The Bellbird is Mrs Julie Martin.

The Headteacher

The Headteacher will have overall responsibility for management of the Inclusion and SEND work within school, for assessment and provision for pupils with SEND and for keeping the Governors informed.

The Headteacher will therefore:

- Deal with any complaints about general or specific provision.
- Be informed by the Local Authority when it is agreed that a pupil at The Bellbird has SEND and has agreed support through provision of an EHCP. The headteacher, along with the SENDCo, will then ensure that all necessary staff are informed with regard to the pupil's needs.

Teaching Assistants

Our teaching assistants:

- May be provided with specified work to deliver to individual children.
- May facilitate planned programmes of work with particular children, according to their targets.
- May support children within small groups in the classroom.

Midday Supervisors

Our MD staff:

- Are aware of children who may require a greater degree of support and help.
- Are given strategies to support and manage children at lunch time when necessary.

Specialist services and expertise are available at or accessed by the school.

- The South Cambridgeshire Locality Team
- Specialist Teaching Team
- Speech and Language Therapists
- Counsellors and Family Worker linked to JHC
- Emotional Health and Wellbeing Team
- CHUMS Counselling Services
- Horse Riding for the Disabled
- Family Support Workers
- Medical practitioners, i.e. GP, Visual Impairment Service, Joint Therapy Services (Occupational Therapists and Physiotherapists), Community Paediatrician and CAMHS
- Educational Psychology Service

Admissions

At The Bellbird, our agreed Admissions Policy makes no distinction as to pupils with SEND. The aim at The Bellbird is to meet the needs of any child of any parent who wishes to register their child at our school. In the case of pupils with an Education, Health and Care Plan, the SENDCo will work closely with the Local Authority SEN casework officer in coming to a decision about the most appropriate provision for the pupil. No pupil can be refused admission solely on the grounds that he/she has SEND or that relevant resources are currently unavailable.

Admissions and Transition

- See the admissions information on The Bellbird website
- Visits into school for pre-school/ new children
- School staff visit pre-schools to observe your child in a familiar setting and have a discussion with the pre-school staff
- Transition meetings with parents/carers
- Transition books/ leaflets
- Extra transition visits to secondary schools e.g. SENDIASS “Going Up To Secondary School”
- Y7 Staff and SEND Staff from SVC will visit The Bellbird to speak to our SEND children
- Discussions between SENCo staff from both schools and current class teacher
- Attendance at transition meetings for children with SEND
- Move-Up days

Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCo, then, if unresolved, by the headteacher. The governors with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure. (see Complaints Policy)

Where can I find out more information?

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>

Leaflets are also available from the SENDCo.

