

Special Educational Needs and Disability (SEND) Policy

1. COMPLIANCE

1.1 This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January, 2015) which relates to Part 3 of the Children and Families Act 2014, and also the Equality Act (2010).

2. THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)

Brampton Abbots: Mrs Claire Lewis

Bridstow: Mrs Rossanna Griffith

3. BELIEFS, VALUES & POLICY CONTEXT

3.1 Some children may have a Special Educational Need or Disability, which could require additional resources and/or provision beyond that of the normal classroom. The school is committed to offering a range of support to those pupils with communication and interaction difficulties; cognition and learning difficulties; social, mental and emotional health problems; or sensory/physical needs. The range of support deployed will be tailored to individual needs following thorough assessment.

3.2 The school's 'SEN Information Report' is designed to promote pupils working towards becoming independent and resilient learners and should not be read in isolation. It has been produced in line with the Children and Families Act 2014, the updated Code of Practice, and the Equality Act 2010. The SEND Code of Practice (2014) defines a child as having Special Educational Needs (SEN) if "they have a learning difficulty or disability which calls for special educational provision to be made for him or her".

3.3 A child is defined as having a learning difficulty or disability if he or she "has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age. Every teacher is a teacher of every child or young person including those with SEND.

3.4 This policy was developed by the SENCO, Headteacher and SEN Governor in consultation with key stakeholders including the Local Authority, parents and other professionals associated with SEND.

4. AIMS AND OBJECTIVES OF 'SEND' PROVISION

- To nurture every child to reach their full potential.
- To create an environment that meets the Special Educational Needs of each class.
- To ensure that parents or carers are able to play their part in supporting their child's education.
- To ensure that our children have a voice in this process.

5. OBJECTIVES

- To identify and assess children with SEND as early as possible in order to meet their needs.
- To ensure all procedures for identifying children with SEND are known and understood by everyone.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCO) to coordinate and work with children, families and professionals to meet the needs of all SEND learners.
- To provide support and advice for all staff working with special educational needs pupils.
- To provide all children access to the curriculum at an appropriate level such that each child's learning and achievements are maximized at every stage of their primary school career.

6. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

6.1 There are four broad areas of SEN:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

6.2 Children and young people with SEN may need extra help with:

- Thinking and understanding
- Physical or sensory difficulties
- Emotional or social difficulties
- Difficulties with speech and language
- How they relate to and behave with other people

6.3 These broad areas give an overview of the range of needs that are planned for in school. The purpose of identification is to work out what action the school needs to take to meet the needs of a pupil, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

6.4 The factors listed below are not considered SEN, but may impact upon the progress and attainment a child makes. The school supports children and families to help overcome any barriers to learning that may result:

- 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
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being a child of Serviceman/woman

6.5 Identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to a child’s behaviour are considered in line with the identification of an underlying need to be addressed.

7. A GRADUATED APPROACH TO SEN SUPPORT

7.1 In recording pupils' needs on the SEN register we take account of the following considerations:

- The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching they are entitled to.
- A pupil's class teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching 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.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- The school regularly and carefully reviews the quality of teaching for all pupils, including those who are at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

7.2 Deciding to record a pupil on the SEN register

- The Entry and Exit Criteria outlines how we, as a school, decide to enter a child onto the SEND register. This process involves the teacher, the SENCO and the Headteacher (where appropriate) considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. When appropriate specialist assessment tools, deployed by the SENCO, will be used to assess the specific need of an individual. This process follows the **ASSESS – PLAN - DO – REVIEW** cycle to ensure that a child's needs are being most effectively met.
- At all stages of the process parents, families, children and young people are involved in the process through consultation and regular formal and informal opportunities to discuss short-term and longer-term progress and targets.

7.3 If appropriate, the class teacher, in liaison with the SENCO, will write a 'pupil passport' for an individual that has multiple needs that can be more easily understood by the teacher in order to effectively deliver provision. A copy of the Pupil Passport pro-forma can be found in the Appendices.

7.4 Education, Health and Care (EHC) Plans: If after advice from an Educational Psychologist or other professionals, the school and parents consider that help is needed from outside the school's resources the SENCO completes the form requesting Statutory Assessment by the Authority. This is now referred to as an Education, Health and Care Plan (EHC plan). If the Panel agrees to proceed with an EHC Plan the SENCO prepares further documentation about the child, which is sent to the Special Needs Section where, in consideration with similar documents from other involved professionals, an EHC Plan is completed. The class teacher, in conjunction with the SENCO is then responsible for drawing up a clear plan to meet the needs of this learner. EHC plans should be reviewed at least annually.

8. MANAGING PUPILS NEEDS ON THE SEN REGISTER

8.1 Each child's educational programme will be planned by the class teacher. It will be differentiated accordingly to suit the individual needs of pupils in the class. This may include additional support from the class teacher or a teaching assistant.

8.2 Pupil progress meetings are held each term. These are designed to identify how pupils are progressing over time and are an opportunity for the teacher, the Headteacher, SENCO and governors to highlight any potential barriers to learning that a children might be experiencing in order to further support an individual or group of children.

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8.3 If a child has more specific needs relating to an area of their education then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time the intervention will run for will vary according to each pupils needs. The interventions will be regularly reviewed to ascertain the effectiveness of the provision and to inform future planning.

These interventions will be recorded on a 'provision map' (this records the interventions, timings and impact of the interventions). If there are queries related to the interventions, the class teacher or SEN coordinator should be contacted.

8.4 Annual reports are published. However, the school prides itself upon close liaison with parents/carers. If the school has a concern about a child, the parent/carer will be contacted directly to discuss how we can best support their child's learning. This will happen as the need arises and will not be left until annual reports are sent home.

8.5 Occasionally a child may need more expert support from an outside agency. In these situations, a referral will be made, with parental consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is recommended and implemented in consultation with the parents/carers and the child.

8.6 A member of each of the Governing Bodies has been appointed to monitor the provision for SEN.
SEN Governor for Brampton Abbots: Mr Paul Mason,
SEN Governor for Bridstow: Mr Steve Rowland

9. ROLES AND RESPONSIBILITIES

9.1 The SENCO:

- To play a key role in delivering the strategic development of the SEND policy and provision.
- To monitor the needs of SEN children together with the Headteacher and class teachers.
- To assist with and advise on, the teaching and assessment of children with SEN.
- To organise annual EHC Plans reviews and regular Learning Passport reviews.
- To ensure Learning Passports are written when needed.
- To ensure that the impact of SEN interventions is assessed for each pupil
- To meet regularly with the Headteacher to discuss individual children, resources and use of time. This will include discussion about, and potential application for, additional High Needs 'top-up' funding from the Local Authority. See for specific guidance on the process and 'High Needs Matrix':
https://www.herefordshire.gov.uk/info/200227/support_for_schools_and_settings/460/school_finance_information/3
- To give advice on the level of support and on appropriate resources and strategies to support learning.
- To liaise with children and families in relation to the support they receive and to ensure that they are fully part of the process.
- To ensure that the school's SEN register & provision map is updated regularly.
- To lead the annual review of the SEND Policy.
- To make contact with outside agencies to provide support for SEND children.
- To report to governors if requested by the Headteacher.
- To lead INSET and JCB's (weekly staff training opportunities) on SEND in school as appropriate.
- To keep their own skills updated by reading, researching & attending INSET on SEND and appropriate related external courses.

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9.2 Class teachers:

- To know which pupils in their class are on the SEND Register and at what level.
- To write Pupil Passports, where appropriate, for pupils with support of the SENCO.
- To liaise with children and families in relation to the support they receive.
- To ensure that Pupil Passports are reviewed with the parents and child at least twice a year.
- To ensure TAs are supporting pupils in their class, as directed.
- To ensure that the Headteacher and other colleagues are aware of children's needs.

9.3 Teaching Assistants:

Under the guidance of the class teacher and SENCO to:

- Carry out activities and learning programmes planned by the class teacher and /or the SENCO.
- To keep records of this work as requested.
- To support children in class or by withdrawing individuals and small groups.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEND policy.

9.4 Governors:

- To have a named governor to have responsibility for the implementation of the SEN policy.
- To have due regard to the Code of Practice when carrying out its duties towards all pupils with Special Educational Needs.
- To be fully involved in developing and monitoring the SEN policy.
- To have up to date knowledge about the school's SEN provision, including funding.
- To know how equipment and personnel resources are deployed.
- To ensure that SEN provision is an integral part of the School.

10. SUPPORTING PUPILS AND FAMILIES

10.1 Please refer to the Local Authorities 'Local Offer' information found at: <https://www.herefordshire.gov.uk/education-and-learning/local-offer> or refer to 'Children with disabilities and Special Needs' web-page for more information about services offered at a county level and contact details of specific agencies:

https://www.herefordshire.gov.uk/info/200228/local_offer/265/about_special_educational_needs

10.2 The schools' 'SEND Information Report' gives information for parents to understand what we provide as a school to support SEND. This document is published on the schools' websites.

<http://www.bramptonabbotts.org/send.html>

<http://www.bridstow-school.co.uk/send.html>

10.3 Admissions arrangements: details of our admissions arrangements (inc. admitting pupils with SEND) can be found in the schools Admissions Policy.

11. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

11.1 Pupils with a medical need that does not affect their learning, but may affect their access to the curriculum are referred to in the 'Supporting Pupils with Medical Conditions Policy'.

11.2 Some pupils may also have special educational needs (SEN) and may have a statement, or 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. Both this policy and the 'Supporting Pupils with Medical Conditions Policy' will be used as a basis to support these children.

12. TRAINING AND RESOURCES

12.1 All staff, including the SENCO, will have their training needs reviewed on an annual basis. Reviews will also follow any monitoring of SEN provision or of teaching and learning where SEN priorities are flagged. Clear action plans will be drawn up to account for the needs to ensure all training is up to date.

13. ACCESSIBILITY

13.1 The Disability Discrimination Act, further amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

13.2 The school is committed to ensure accessibility for all pupils in order to meet their needs. This is outlined in the accessibility plan (see appendix A in the school 'Equality and Diversity' Policy) held by the school and reviewed every three years.

14. DEALING WITH COMPLAINTS

14.1 Our Complaints Policy outlines the process for making a complaint.

15. BULLYING

15.1 If any child is subject to bullying (regardless of whether they are on the SEND register or not) the school will refer to the Anti-bullying Policy.

This policy 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 (January, 2015)
- Schools SEN Information Report Regulations (2014) (see <http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>)
- 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 ((see appendix A in the school 'Equality and Diversity' Policy)
- Teachers Standards 2017

Policy approved by Governing Body on

Signed _____ position

Policy due for review