



# Special Educational Needs & Disability (SEND) Policy

Review Date November 2016

## **Introduction**

Bessacarr Primary School believes that all children and young people are entitled to an education that enables them to make progress so that they:

- 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.

At Bessacarr we know the benefits of early identification, and that identifying need at the earliest point and then making effective provision, improves long-term outcomes for our children and young people. We regularly review and evaluate the breadth and impact of the support we offer and the support we can access.

## **Aims and objectives**

The aims and objectives of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that our children have a voice in this process.

## **Educational Inclusion (See also School Inclusion Policy)**

Bessacarr School believes that the key to success in meeting the challenges faced by young people in the modern world is the development of their skills and achievements. This will enable young people, including the more vulnerable in our community, to contribute effectively and to take their place as valuable and valued members of society.

In our school, we aim to offer excellence and choice to all our children, regardless of their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require personalised strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Require 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 and literacy;
- Planning to develop children's understanding through the use of all their senses and of varied experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

### **Special Educational Needs & Disability**

The school works within the guidelines of the SEND Code of Practice (age range 0-25) June 2014 which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act.

The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.

### **Definition of Special Educational Needs & Disability**

Children have a special educational need if they have a learning difficulty, which calls for special provision to be made for them.

Children have a difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of children of the same age.
- (b) Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- (c) Are under compulsory school age and fall within the definition at (a) or (b) above or would do 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 are taught.

Many children and young people who have SEND may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial'

is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they are also to be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

At Bessacarr we do not directly or indirectly discriminate against, harass or victimise disabled children and young people. We make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

At Bessacarr we ensure that strategic meetings take place regarding transition into Nursery and to year 7 in order that thought is given in advance to what disabled children and young people might require and what adjustments we may need to make to prevent that disadvantage.

### **Early Identification and Intervention**

Teachers are 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.

Bessacarr is aware that high quality first teaching (that is differentiated and personalised) will meet the individual needs of the majority of children and young people. Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those 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.

In deciding whether to make special educational provision, the teacher and SENCO (Mrs M Stewart) consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment using the school's tracking systems and Pupil Progress Meeting discussions. For higher levels of need we have arrangements in place to draw on more specialised assessments from external agencies and professionals.

At Bessacarr we believe that this information gathering should include an early discussion with the pupil and their parents. These early discussions with parents are structured in such a way that they develop a good understanding of the pupil's areas

of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. We also inform parents about the local authority's information, advice and support service (SAIDSEND- formerly Parent Partnership). We recognise that the identification of a child's need can be made by a number of people including G.P, School Nurse, Health Visitor, previous teacher/educator, and parent.

## **SEND Support Assessment**

In our assessments, if a class teacher identifies a child with SEND he/she will provide interventions that are additional to or different from those provided as part of the schools usual differentiated curriculum.

## **Plan**

Where it is decided to provide a pupil with SEN support, the parents are formally notified. The teacher and the SENCO agree in consultation with the parents and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on the school's information system. The support and intervention provided is selected to meet the outcomes identified for the pupil, and are provided by staff with the appropriate skills and knowledge. We will record, in an SEN Support Plan and a one page profile, the strategies used to support the child. All children with a one page profile are assisted in setting their own targets. The SEN Support Plan will show the short-term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed, but as the SEN Support Plan is used for continual assessment on a daily basis, the targets will be reviewed and changed regularly. Parents are always informed of the planned support and interventions and attend SEN Support Plan meetings at school 3 times a year as part of the review process.

## **Do**

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the child. Class teachers work closely with any teaching assistants or the learning mentor to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date at regular Pupil Progress meetings (PPM's).

The impact and quality of the support and interventions are evaluated along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENCO, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

## **Support from other agencies**

Where the school tracking system and SEN Support Plan show that despite significant support, the child continues to make insufficient progress, further support will be sought from external agencies. Pupils and parents will be informed and included in the decision making process. In most cases, children will be seen by external support services. This may lead to additional strategies being implemented as part of the planning cycle. External support services will provide additional information for the child's SEN Support Plan. The new strategies will, wherever possible, be implemented within the child's normal classroom setting.

## **Statutory Assessment**

If a child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the local authority. A range of written evidence about the child will support the request and the LA will consider whether or not to issue an Education and Health Care Plan (EHCP). Where a pupil has an EHC plan, the local authority must review the plan at least every twelve months. We co-operate with the Local Authority in the review process and convene and hold annual review meetings on its behalf. We also invite professionals from outside agencies who are involved and ask them to contribute accordingly.

## **One Page Profiles**

Participation and the involvement of children and young people is a theme which runs through Bessacarr School. At Bessacarr we believe that where possible, all children with special educational needs and disabilities should participate in the decision making processes that occur in education, including the setting of learning targets, contributing to their one page profile, SEN Support plan and reviews. We feel this ensures that children are actively involved at an appropriate level in discussions about their targets.

There is continual assessment of the children's progress against their targets and parents/carers are informed of the support offered.

## **Rights, Roles and Responsibilities**

### **The Role of the Governing Body:**

- Has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs.
- Identifies governors with specific responsibility for monitoring inclusion and equality issues including SEND and exclusions. The SEND governor meets with the SENCO at least once a year.
- Ensures that pupils with EHCP's for SEND are admitted into school and are fully integrated unless it would be incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility.
- Ensures that all pupils with EHCP's have their explicit entitlement met within the central and school-based resource allocated.

### **The Head of School:**

- Ensures that the policy and its related procedures and strategies are implemented.
- Ensures all staff are aware of their responsibilities and given appropriate training and support to fulfil their responsibilities.
- Ensures that multi-agency work within the school is co-ordinated effectively and meets the needs of every child.
- Monitors the implementation of the school policy in relation to the Code of Practice.
- Updates governors on developments in SEND within the school.
- Provides support for the SENCO to carry her duties effectively.
- Allocates resources in terms of teaching staff, materials and facilities.

### **Pupil Participation**

Children and young people have a right to have their views taken into account in decisions about their education. At Bessacarr School we believe involving children in decision making enriches their learning and helps identify skills such as problem solving and negotiation.

Where appropriate, children will be invited to review meetings and will have help in preparing for this. When this is not appropriate, their views and opinions will be sought in different ways.

### **Parents/Carers**

The views and opinions of parents are of great importance. We feel that parents should be empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- When they are informed that their child may have special needs, they will be made aware of the Parent Partnership.

### **Special Educational Needs Co-ordinator (SENCO)**

In our school, the SENCO:

- Manages the day-to-day operation of the policy;
- Co-ordinates the provision for and manages the responses to children's special needs;
- Supports and advises colleagues;
- Oversees the records of all children with special educational needs;
- Acts as the link with parents;
- Acts as the link with external agencies and other support agencies;
- Monitors and evaluates the special educational needs provision, and reports to the SEND Governor;
- Manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- Contributes to the professional development of all staff.
- Draws up the resources bid when the school is planning for the next school improvement plan.
- Supports teachers and children involved in drawing up SEN Support Plans.

### **Monitoring and review**

The SENCO and Inclusion Leader hold regular meetings to review the work of the school in this area. The governing body reviews this policy annually and considers any amendments in the light of the annual review findings.

### **Local Offer**

The government have recently put in place a number of things to bring about improvements for parents and families, one of these is the 'Local Offer'.

The Local Offer will enable families to understand which services they can access and what support they can expect from a range of local agencies, including from the Local Authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care. (See also Bessacarr Primary School's Local Offer)

**Date: November 2015**