

POLICY FOR SPECIAL EDUCATIONAL NEEDS

Bengeo Primary School

Subject: Special Educational Needs and Disability	Date reviewed: Autumn 2018
Author: Rebecca Walker	Frequency of review: Annually
Committee Responsible: Curriculum	Next Review Date: Autumn 2019

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1. Overview

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2015) and 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 (DfE July 2015)
- Schools SEN Information Report Regulations (2014) (www.sendgateway.org.uk)
- Supporting pupils with a medical condition (April 2014)

The person responsible for co-ordinating the day-to-day provision of education for children with special needs is the Inclusion Coordinator, Mrs Rebecca Walker (National SENCO award). Miss Walker is a member of the SLT (Senior Leadership Team).

Miss Walker Can be contacted through the school at: senco@bengeo.herts.sch.uk

Bengeo Primary School aims to provide a broad and balanced curriculum for all children. The National Curriculum 2014 is our starting point for planning to meet the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Every teacher in the school is a teacher of every child in their class including those with SEN.

A minority of children have special educational needs that could create barriers to learning. For these children, there are particular learning and assessment requirements. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children. By so doing, teachers enable children to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This policy aims to support curriculum planning and assessment for children with special educational needs taking account of the type and extent of the difficulty experienced by the child. We aim to raise the aspirations and expectations of those pupils with SEN, focussing on outcomes for those pupils.

2. Aims and objectives:

School's ethos, aims and values:

- Through an inclusive approach to teaching and learning we aim to meet the needs of all of our children in a happy, safe and stimulating environment, to help them to become confident, independent thinkers who enjoy and are enthusiastic about learning.
- Respect for others and valuing difference is vigorously promoted, as are high standards of behaviour and responsibility towards others.
- The curriculum is broad and well balanced and provides the opportunity for children to learn effectively in all National Curriculum subjects.
- We aim to be a school that values the local community and is valued by it.
- We seek to work with a wide range of community interests and groups, and individuals to ensure the children are given a rich and varied experience that equips them to develop to their full potential.

Vision and motto

Here at Bengeo we believe that the most successful school is a place where everyone is valued. We work together and aspire to be the best we can.

We believe that all children should follow a broad and balanced curriculum, which is suitable in style and content to each child's needs and which progresses in a clear and organised way.

The school aims to meet the needs of children who experience difficulty in learning by:

- Identifying children's additional needs as soon as possible and providing timely and effective help
- Monitoring their progress
- Creating genuine communication and partnership when working with parents
- Placing an importance to listening to the voice of the pupil and to involve pupils with SEND in the planning of their education
- Creating an environment that meets the special educational needs of each child;
- Identifying the roles and responsibilities of staff in providing for children's special educational needs;
- Enabling all children to have full access to all elements of the school curriculum.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils





3. Identification, Assessment and Review

Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need SEND Code of Practice 0 – 25 (dfe July 2015)

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Early identification is key. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. If our staff think that your child has a SEN, this may be because they are not making the same progress as other pupils despite a graduated response of quality classroom teaching and targeted intervention. We will look at the whole needs of the child including the way they learn, and consider their successes in learning and any barriers. From this we will set achievable focussed targets for your child to work on. Should we require further help we will contact specialists from a variety of teams. Parents and pupils are involved with the process of early identification.

Teachers continually assess children through regular pupil progress and attainment meetings and targeted strategies are put in place to support gaps in a child's knowledge. Interventions are reviewed regularly. When progress and attainment are significantly below age related expectations further assessment may be necessary. We use the graduated approach of: assess, plan, do, review to ensure that the provision provided for pupils with a SEND meets their needs.

	<u>Assess</u> Pupil Progress meetings and ISEN with teachers/ managers and SENCO Or from parental concerns at parental meetings.	
<u>Review</u> Review of SMART targets and provision adapted to meet needs.	How SEN is identified at Bengo Primary School.	<u>Plan</u> Discussions with parents/ class teachers/ TA/ pupil/ SENCO <ul style="list-style-type: none">• Looking at the learning history of pupil• Pupil's needs• Gaps in learning• Current provision and impact• Possibility of further assessments and observations• Pupil shadowing• Advice sought from outside agencies if needed
	<u>DO</u> Needs identified and SMART targets set and Pupil Profile made and shared and used; reasonable adjustments made and specific provision put into practice	

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. 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 intervention groups, or in a one-to-one situation outside the classroom

4. The Role of the Special Needs Coordinator(At Benggeo Primary this is the Inclusion Coordinator)
At Benggeo Primary School the SENCO works closely with the Headteacher and has responsibility:

- to ensure that the Code of Practice 2015 is being followed
- to manage the day-to-day operation of the policy;
- to co-ordinate the provision for and manage the responses to children's special needs;
- to support and advise colleagues;
- to maintain the school's SEND provision;
- to contribute to and manage the records of all children with special educational needs;
- to manage the school-based assessment and complete the documentation required by outside agencies and the LEA;
- to act as the link with parents;
- to act as link with external agencies and other support agencies;
- to monitor and evaluate the special educational needs provision and report to the governing body;
- to manage a range of resources, human and material, linked to children with special educational needs.
- to maintain resources and a range of teaching materials to enable appropriate provision to be made
- to support the use of provision maps, keeping them updated along with termly progress meetings
- to annually update the SEND policy and SEN information report.

5. The Role of the Governing Body

The governing body has responsibility to secure the necessary provision for any pupil on roll identified as having special educational needs. The governing body also ensures that SEND provision is an integral part of the school development plan.

6. Admissions arrangements:

Children with special educational needs are admitted to Benggeo Primary School in line with the agreed Hertfordshire admissions policy. We recognise and acknowledge the expectation that pupils' with Education and Healthcare Plans will be included in mainstream school and that a parent's wish for this should only be refused where the child's inclusion would be SENCompatible with the efficient education of the other children.

7.Supporting pupils with medical needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs (SEN) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

To see further how pupils with medical conditions are supported please see 'Benggeo's Supporting Children with Medical Conditions Policy 2014'

8.Specialism:

The school does not have any additional units for the provision of pupils with any particular additional needs.

9. Special facilities/access to building:

Bengeo School has an accessible toilet and shower in both the KS1 and 2 building. We have a portable ramp that can be moved to doors, our school car park has a disabled bay. We also have an accessibility plan to continue to improve the accessibility of the school.

10. Allocation of resources:

- Financial resources for additional needs are used to provide in-service training for the SENCo and staff
- Resources are used towards providing teaching assistants (TAs) and or/teachers to work with children with special needs
- A small minority receive exceptional needs funding through HCC.

11. Curriculum and Equal Opportunities

All children have entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

At Bengeo Primary School, teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Targets for children with SEND, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and SMART targets, we ensure that children experience success.

12. Education and Healthcare Plans

The LA seeks a range of advice before deciding if an Education Healthcare Plan is appropriate. The needs of the child are considered to be paramount in this. The LA follows agreed criteria.

13. In-service training for staff:

Staff attend INSET courses aimed at developing existing skills and knowledge in the area of SEN. The SENCO attends local SENCo Cluster Meetings and informs staff of issues raised. The SENCO also delivers INSET training when appropriate and members of staff regularly attend INSET delivered by the local Specific Learning Difficulties Base.

Teaching Assistants attend local INSET such as that provided by the Speech and Language Therapy Service and Advisory Teacher Service for Autism and regularly liaise with the SENCO and Class Teachers.

14. Teachers and facilities from outside the school:

The school works closely with specialist teachers from centres such as the SpLD (Specific Learning Difficulties) Base and the Specialist Provision outreach Base, who provide advice and support for some pupils with additional needs.

Specialist teachers are consulted for advice on the education of individual pupils with specific needs. They also provide staff INSET on teaching children with those needs.

15. Partnership with parents:

The relationship with parents and school is extremely important in the child's educational progress. The school will be open and responsive to expressions of concern from parents and to information provided by parents. Every effort will be made to involve parents in the progress of their children and any linked meetings with outside agencies.

The school holds termly parent/teacher consultation evenings when general points of concern can be discussed. Arrangements can be made for interpreters to be available on these evenings. Other concerns of parents and teachers can be discussed at greater length by arrangement whenever necessary.

Targets for children with an SEND are reviewed termly and parents will always be invited to be involved in the process.

16. Links with other schools:

It is essential to ensure effective continuous support of the child's special needs when he/she changes schools.

Bengeo School has close links with our local feeder schools and carries out extensive transitional work during the Summer Term. Full information is requested from previous schools when a child transfers to Bengeo.

If a child leaves Bengeo we send on full information, often followed by a telephone conversation and sometimes a visit.

17. Links with outside agencies:

Bengeo has close links with the Education Support Services and with Health and Social Care, and requests support and guidance when necessary, as part of the Plan, Do, Review process. Teachers will have consulted with parents and the SENCO at all stages of the process.

18. Monitoring and Evaluation

The SENCO monitors the movement of children with SEND. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school. Success indicators of the school's policy include:

- early identification of any pupil's SEND
- the use of best practice when devising interventions
- the wishes of the pupil being taken into account
- successful partnership between educational professionals and parents
- regular reviews of intervention programmes
- the extent to which standards have improved generally across groups of pupils with identified SEN

Progress is monitored by:

- analysis of attainment and progress
- results of National curriculum and SATS test
- reading and spelling assessment
- monitoring of Pupil Profile targets
- progress on P Scales and P steps
- other assessments
- attendance

The SENCO is involved in supporting teachers involved in drawing up targets for children with SEND. The SENCO and the Head Teacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold regular meetings.

The Curriculum Committee of the Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The outcome of the review is reported to the full governing body.

Authorisation:

Signature:	
Print name:	
On behalf of the governing body	
Date:	