

POLICY FOR SPECIAL EDUCATIONAL NEEDS

Bengeo Primary School

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| Subject: Special Educational Needs and Disability | Date reviewed: Autumn 2020 |
| Author: Rebecca Walker | Frequency of review: Annually |
| Committee Responsible: Curriculum | Next Review Date: Autumn 2021 |

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Key to abbreviations used:

SEN: Special Educational Needs
SEND: Special Educational Needs & Disabilities
SENCO: Special Educational Needs Co-ordinator
EP/Ed Psych: Educational Psychologist
SpLD: Specific Learning Difficulties
EHCP: Education, Health & Care Plan
ISEN: Individual Sweep of Educational Needs
DfE: Department for Education
COP: Code of Practice
SMART: Specific, Measurable, Achievable and Realistic Targets
ENF: Exceptional Needs Funding
HCC: Herts County Council
LA: Local Authority

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 provision of education for children with special needs is the Inclusion Coordinator, Miss 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 believes that every child is a unique child. We aim to provide an environment that facilitates every child to fulfil their learning potential and be equipped with the necessary knowledge and skills to transfer successfully to later life.

Bengeo Primary School are committed to provide a broad and balanced curriculum for all children. We regard every child as an individual learner. Quality first teaching in every class provides a personalised curriculum (using The National Curriculum 2014 is our starting point) that uses a range of strategies to engage and motivate children. Every teacher in the school is a teacher of every child in their class including those with a SEN.

A minority of children have special educational needs that could create barriers to learning. THE SEN COP states 2015

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has 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 facilities of a kind generally provided for others of the same age in mainstream schools”

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.

Vision

Our vision is to enable pupils to appreciate and acquire knowledge and skills that will support them as life-long learners. Our values underpin all we do. We hope that these values will help pupils to participate and contribute as responsible, tolerant and supportive citizens.

Ethos and values

We seek to create a school that provides a stimulating education that is balanced, fulfilling and fun.

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

All of our teaching is underpinned by core values: cooperation, respect, honesty, integrity, thoughtfulness, appreciation, patience, collaboration and tolerance. Values are important because they guide the way we behave, the decisions we make and the actions we take. Values help us to lead positive and happy lives and help us to be tolerant and supportive of each other.

2. Aims and objectives:

- 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.

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, 2015
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

The Identification of Need: At Bengoe Primary, we follow a graduated approach to identification and support. Class teachers are responsible and accountable for the progress of all the pupils in their class, including where pupils receive support from teaching assistants or specialist staff. We believe high quality teaching targeted at their area of weakness and differentiation for individual pupils is the first step in responding to pupils who have or may have SEND.

Slow progress and low attainment do not necessarily mean that a child has SEN. Any concerns will be discussed with parents. Where a child's first language is not English, the school will seek to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability.

Difficulties related solely to limitations in English and additional language are not SEND. SEND Support Where it is determined that a pupil does have SEND, parents will be advised of this and the pupil will be added to the SEND list. The aim of formally identifying the child with SEND is to help the school ensure that effective provision is put in place and to remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. If there are concerns about the progress and the child's ability to access the curriculum the four following actions, set out in the Code of Practice, will be followed.

1. Assess:

The class teacher, working with the special educational needs co-ordinator (SENCO) will carry out analysis of the pupil's needs based on observations, previous progress and attainment plus behaviour. As well as this the views of the parents and pupils will be sought, plus in relevant cases advice from external support services will be considered. If it is decided the child does not require SEND support their progress will be monitored and reviewed in the next cycle.

2. Plan:

Once it has been decided to provide a pupil with SEND support, parents will be formally notified, and their status changed to School Support (K) on SIMS. The class teacher, SENCO and parents will work in consultation to put in place reasonable adjustments and support, as well as discuss the expected impact on progress, development or behaviour. This is reviewed in line with the school's assessment cycle. All staff working with the pupil are made aware of their needs, the outcomes and the support strategies required. A pupil profile will be set up with targets according to need and what support that has been put into place.

3. 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 teacher, they retain responsibility for the pupil. Class teachers will work alongside any teachers and teaching assistants involved, to plan and assess the impact of support and interventions and how the support could be linked to classroom teaching.

4. Review:

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed with the class teacher and SENCO in line with the school's assessment cycle. These impacts, as well as the views of the parent's and pupils, will feedback into the analysis of the pupils' needs. The next steps in support will be based on the outcome of the review. If it is felt that the pupils' needs require greater support specialist advice may be sought with the consent of the parents. If, despite taking relevant and purposeful action to identify, assess and meet the SEND of the child (including receiving support from specialists), the child has not made expected progress, the school with parents will consider requesting an Education, Health and Care (EHC) plan.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment process so the Local Authority (LA) can determine whether it needs to make provision for the child in accordance with an Education Health Care (EHC) Plan. This assessment is usually requested by the school but can be initiated by a parent. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and as they get older, prepare them for adulthood.

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.

We assess each child's level of attainment on entry. If the child has an identified special education need, this information may be transferred from other partners in their Early Years setting and the class teacher and the SENCo 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 arise from special educational needs.



1. Assess:



The class teacher, working with the special educational needs co-ordinator (SENCO) will carry out analysis of the pupil's needs based on observations, previous progress and attainment plus behaviour. As well as this the views of the parents and pupils will be sought, plus in relevant cases advice from external support services will be considered. If it is decided the child does not required SEND support their progress will be monitored and reviewed at the next Pupil Progress Meeting (PPM).

Types of Special Educational Need The SEND Code of Practice 2015 states four broad areas of need:

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

Types of SEN may co-exist.

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|  | <p><u>Assess</u> Pupil Progress meetings and ISEN (at least termly) with teachers/ managers and SENCO Or from parental concerns at parental meetings.</p> <ul style="list-style-type: none"> • Looking at the learning history of pupil • Analyse Pupil's needs/ gaps • Evaluate Current provision and impact • Possibility of further assessments and observations • Pupil shadowing • Use assessment from the assess plan do review cycle pack from EP service |  |
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| <p><u>Review</u> Review of SMART targets and provision adapted to meet needs.</p> | <p>How SEN is identified at Bengeo Primary School.</p> | <p><u>Plan</u> Discussions with parents/ class teachers/ TA/ pupil/ SENCo Needs identified targets set and Pupil Profile will be set up.</p> <ul style="list-style-type: none"> • From assessments needs will be identified. • Specific, Measurable, Achievable and Realistic Targets (SMART) are set – • Where pupils are still not achieving their SMART a 'SEND pupil concerns' form will be completed to further analyse pupil's needs and what support can be put in place to remove barriers to learning |
|  | <p><u>DO</u> The targets set will aim to fill in gaps in learning through, quality teaching, targeted intervention and reasonable adjustments to remove barriers to learning. Reasonable adjustments are made and specific provision put into place in order to work towards the targets</p> |  |

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 Bengeo Primary School the SENCO will hold the National Award for SEN coordination and will work 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 and keep them up to date with SEND policy changes both locally and nationally
- 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 LA;
- 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
- keep up to date through SEND training and share this with colleagues as appropriate
- to support the use of provision maps, keeping them updated along with termly progress meetings
- to 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 SEND action plan.

6. Admissions arrangements:

Children with special educational needs are admitted to Bengoe 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 incompatible 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 'Bengoe'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:

Bengoe 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 to help teaching assistants (TAs) and or/teachers to work with children with special needs
- A small minority receive exceptional needs funding through HCC and additional funding from the EHCP Banding process (this can be used in a variety of ways to support the needs of the pupil).

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 Bengoe 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 SEN, 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 Health Care Plans

The LA seeks a range of advice from external agencies, before deciding if an Education Health Care Plan is appropriate. The needs of the child are considered to be paramount in this.

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) Team and the Specialist Provision outreach Teams, 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 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 all stages of the process.

18. Monitoring and Evaluation

The SENCO monitors the progress 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 and other relevant tests
- reading and spelling assessment
- monitoring of Pupil Profile targets
- progress on P Scales and P steps (Pre National Curriculum)
- 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, Libby Mountford, 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:

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