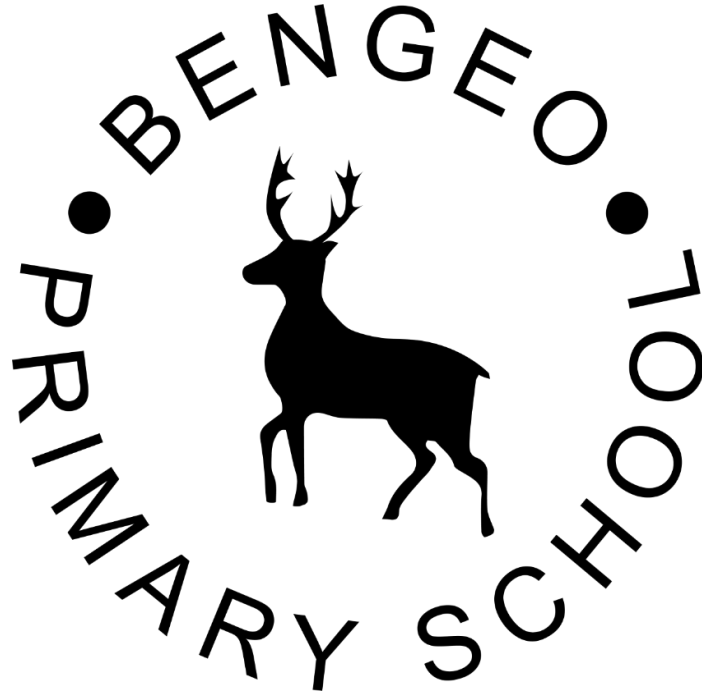


BENGEO PRIMARY SCHOOL



SEN policy

Reviewed: Autumn 2024

Author: SENCo

Authorised by: Full Governing Body

Next review date: Autumn 2025

The person responsible for co-ordinating the provision of education for children with special needs is the SENCo, 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

Contents

1.	Compliance
2.	Aim
3.	Objectives
4.	Identifying Special Educational Needs
5.	A graduated Approach to SEN Support
6.	Supporting Pupils and Families with Medical Needs
7.	Monitoring and Evaluation of SEND
8.	Training and Resources
9.	Roles and responsibilities
10.	Accessibility
11.	Allocation of resources:
12.	Review

Key to abbreviations used:

SEN: Special Educational Needs
SEND: Special Educational Needs & Disabilities
SENCo: Special Educational Needs Co-ordinator
EP/Ed Psyc: 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. Compliance

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 National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENCo with the SEN Governor in liaison with the SLT, staff and parents of pupils with SEND and has been reviewed by the SENCo in liaison with SLT and governors.

SENCO Miss Becky Walker

2. Aim

Bengeo believes that every child is 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. We hope to raise the aspirations and expectations for all pupils with SEND and we provide a focus on outcomes for children and young people.

Bengeo Primary School are committed to provide an appropriate and high-quality education for all children. We believe that all children, including those identified as having 'special educational needs' or defined as 'vulnerable pupils' have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be included in all aspects of school life. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by anyone. We believe that all children should be equally valued in school and we will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. 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.

At Bengeo we aim to:

- ensure access to the full curriculum for all children.
- aim to identify needs at the earliest point and make effective provision
- offer children with special educational needs the same experiences as their peers
- ensure a common understanding of objectives and procedures.
- follow the framework for identification and assessment of the SEND of individuals as set out in the Code of Practice.
- identify the roles and responsibilities of staff including a designated teacher responsible for co-ordinating SEND
- enable all staff along with the SENCo to monitor the progression and development, both of individual's learning and support.
- work in partnership with parents and pupils, keeping parents fully informed of progress
- recognise, value and celebrate achievements, however small.

3. Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided 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 SENCo who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

4. Identifying Special Educational Needs

The definition of Special Educational Needs:

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. We also consider what is not SEN but may impact on progress and attainment, such as:

- 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
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child’s development. They should also listen to and address any concerns raised by children and young people themselves.

The Code of Practice (2015) state that there are re are four broad areas of SEN:

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

5. A graduated approach to SEN support

At Bengo 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 and Learning 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 SEN. Class 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.

Slow progress and low attainment do not necessarily mean that a child has SEN. Any concerns will be discussed with parents: we consider, what work has to be done before, by whom? (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.

SEN Support Where it is determined that a pupil does have SEN, parents will be advised of this and the pupil will be added to the SEN list. The aim of formally identifying the child with SEN is to help the school ensure that effective provision is put in place and to remove barriers to learning. The Graduated Approach consists of a four part, cyclic, process: Assess- Plan -Do - Review

This is an on-going cycle to enable the provision for pupils 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.

Assess:

The class teacher, working with the 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 that the pupil does not require SEND support their progress will be monitored and reviewed in the next cycle.

Plan:

Once it has been decided to provide a pupil with SEND support, the school/ parents and pupil will meet to talk about the cycle and the pupil's status changed to School Support. The class teacher, SENCO, pupil 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.

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.

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.

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite taking relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents / carers may consider involving outside agency support.

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years' settings, schools or colleges. Some children and young people may require an Education, Health and Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an 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 Plan (EHCP). This assessment is usually requested by the school, but can be initiated by a parent. The purpose of an EHCP 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.

6. Supporting Pupils and Families 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 SEN and may have a statement, or 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 'Bengeo's Supporting Children with Medical Conditions Policy'.

7. Monitoring and Evaluation of SEND

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 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
- Teacher assessments

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.

8. Training and Resources

School budget is decided by Head and Governors for SEND

- Within the budgetary constraints, support is allocated according to the level of need.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

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.

9. Roles and responsibilities

Special Educational 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.

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.

Class Teacher:

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.

This includes:

- i. Identifying children with SEND with the support of the SENCo.
- ii. Devising and implementing learning strategies and support for individual children
- iii. Reviewing and setting new targets with parents and children
- iv. Liaising with the SENCo to ensure the needs of individual pupils are met through the implementation of the identified strategies/interventions.
- v. Implementing the school SEND Policy.
- vi. Undertaking any training suggested or supplied by the school.
- vii. Remaining responsible for working with the child on a regular basis.
- viii. Working closely with Teaching and Learning Assistants and specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

10. Accessibility

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 Adaptations and reasonable adjustments will be made for individuals where needed. This will be planned for on an individual basis.

11. Allocation of resources

School budget is decided by head and governors for SEND. Within the budgetary constraints, support is allocated according to the level of need. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision

and practice and to discuss the needs of individual pupils. · The school's SENCo regularly attend the LA's SENCo network meetings in order to keep up to date with local and national updates in SEND. A small minority receive additional funding from the EHCP Banding process or if an EHCP has not been applied for interim funding can be applied for through a local high needs funding panel. (This can be used in a variety of ways to support the needs of the pupil).

Teachers and facilities from outside the school:

The school works closely with specialist teachers from Integrated Services for Learning 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.

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. Other concerns of parents and teachers can be discussed at greater length by arrangement whenever necessary. Targets for children with an SEN or Disability -where reasonable adjustments are made- are reviewed termly and parents will always be invited to be involved in the process.

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 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.

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.

12. Review

This Policy should be read in conjunction with the school's policies for:

Accessibility

Complaints

Behaviour

Data Protection

Supporting children with Medical Conditions

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.