



Bellingham Partnership of Schools

Special Educational Needs and Disability (SEND) Policy

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School beliefs and values around SEND

- *Provision for children with SEND is the responsibility of the whole school and we expect every member of staff accepts and embraces this responsibility.*
- *Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND and who are also supported by specialist staff.*
- *We recognise the need to work in partnership with parents and value the contribution parents make to their child's education. Children also contribute their views on the provision provided*
- *We recognise the individuality of each child and strive to help them to achieve their full potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs.*
- *All children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.*

The Schools SENDCO's are Amy Newman and Diane Grey.

Assistant SENDCO- Mrs Rebecca Barber

Pastoral Lead- Mrs Tabitha Fletcher.

Introduction

Our School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with (e.g. *communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs*). We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Jan 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 (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

The main changes from the SEN Code of Practice (2001) are as follows:

- ✓ Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEN
- ✓ Focuses on the participation of parents, children and young people (CYP) in decision making
- ✓ Focuses on high aspirations and improving outcomes for children
- ✓ Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- ✓ Gives guidance on publishing Local Offer for support
- ✓ Gives guidance for education on a graduated approach to identifying and supporting CYP with single Special Educational Needs (SEN) Support - replacing School Action and School Action Plus
- ✓ For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- ✓ There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood

Definition of 'SEND'

The Special Education and Disability Code of Practice: 0-25 years (2015) states:

- Xiii 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.*
- Xiv 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 or mainstream post-16 institutions*

The definition of disability in the Equality Act (2010) states children with '*...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities*'. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must 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.

Key Principles

We believe that all children regardless of gender, race and educational ability have a right to the broad, balanced differentiated curriculum.

We ensure that pupils with SEND engage in all the regular activities of our school so far as is reasonably practicable and is compatible with the provision of efficient education for all the pupils at the school.

All teachers are teachers of SEND. Teachers have a high expectation of pupils and we recognise that High Quality Teaching is the cornerstone of support for all children. T

here will be regular recording of a child's SEND, of the action that the school has taken and of the outcomes.

We recognise the importance and value of the home/school partnership, the crucial part this plays in the educational development enabling children to achieve their potential.

We recognise the importance of a multi-agency approach in supporting a child.

Broad Areas of Need (See Appendix 1)

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEN are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.

When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child's well being and development. Our Local Offer (available on our website) provides further information about the agencies we work with.

Identification of 'SEN'

A key principle under the Code is that there should be no delay in making any necessary SEND provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that:

“Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life”.

Some children arrive at our school with identified SEND, in which case the SENCO will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

SEND Support

We identify SEND through the continuous assessment of basic skills, particularly in the areas of Literacy and Numeracy and personal, social and emotional development so that children can be supported appropriately. Parents are encouraged to let the school know if they have concerns about any area of their child's development. Formal assessments, parental observations and advice from other professionals help to inform judgements. At every stage of our work within Special Educational Needs, parents are kept informed and all information is regarded as highly confidential. Once a child is identified as having a special need, a SEN support plan may be prepared in liaison with parents and class teachers. These set targets for the child, detail strategies and techniques to meet individual requirements and are reviewed regularly to assess their impact and children's progress. This is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed termly. Parents are invited to discuss this plan; their child's progress and the support and targets. *Class teachers and the SENCo are available for further discussion by appointment through the school office.*

- taking into account the child's parents and the child's views. This should feedback into the analysis of the child's needs. They revise the support in light of the child's progress and development, deciding any changes to the support and outcomes. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This cycle of action is revisited. At agreed times parents are engaged with the setting, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with the child (if appropriate) and parent as well as the school.

Where a formal Education Health Care Plan is in place, we ensure that the child receives the provision that has been identified. The SENDCo supports class teachers and children working within structured support plans as well as co-ordinating the work of all other professionals who may be involved in supporting a particular child.

All children are encouraged to take an active part in the day to day life of the school irrespective of social, emotional, behavioural difficulties. Support to ensure social integration at mealtimes, playtimes and other less structured times of the day is available.

All children are encouraged to take part in assemblies, extra-curricular activities, school performances, outings, team games and clubs.

Children where appropriate follow a Life Skills curriculum where the emphasis is on the teaching of the key skills which are important for the children to make progress and be more independent.

Our school's graduated approach to SEN

Level 1:

Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracking and reviewing.

Level 2:

Additional School Intervention

Continued or increase concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENCo and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage children from other agencies may be sought.

Level 3:

High Need

Where a child continues to make less than expected progress, despite interventions, they receive highly personalized interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agency support this. The SENCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

Assess, plan, do and review.

We adopt a graduated approach with four stages of action: assess, plan, do and review this means:

- Assess - in identifying a child as needing SEN support, the class teacher, working with the SENCo, the child (if appropriate), and the child's parents, carries out an analysis of the child's needs. This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other available (rate of progress, attainment, and behaviour etc.). This assessment should be reviewed regularly. In some cases, outside professionals from health or social services may already be involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.

- Plan - Where it is decided to provide additional / SEN support, and having formally notified the parents, the practitioner / class teacher and the SENCo agree, in consultation with the parent, the desired outcomes. Interventions and/or support are put in place, the expected impact on progress, development or behaviour, and a clear date for review recorded. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.
- Do - The class teacher remains responsible for working with the child on a daily basis. With support from the SENCo, they oversee the implementation of the interventions or programmes agreed as part of additional / SEN support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child. The SENCo should support the practitioner /class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.
- Review - The effectiveness, impact and quality of the support / interventions is reviewed, in line with the agreed date, by the practitioner / class teacher and SENCo,

Home School Partnership

The school recognises that the relationship with parents of children with SEND has a crucial bearing on the child's educational progress and the effectiveness of any school based action. School and parents work in partnership. Parents should have knowledge of their child's entitlement within the SEND framework and have full access to information, advice and support. They should have an active and valued role in their child's education.

Communications include:

- Sending out termly updates of support plans
- Inviting parents of children with an EHCP in each term to discuss progress
- Arranging and inviting parents and professionals to Annual Reviews of EHCPs
- Liaising with relevant professionals
- Refer with consent to other professionals including Local Authority SEND Support Services and Inclusion service, Visually/Hearing Impaired, Child Adolescent Mental Health Services (CAMHS), Children and Young Persons service (CYPS), colleagues from Special Schools. Be You, Early Mental Health and Primary Mental health teams
- Attending multi agency meetings
- Using home school diary to support some pupils
- Every SEND child has a support plan. The child and parents are able to contribute to this. The profile is reviewed termly and updated as required.

Pupil Views

- Children's views matter to us.
- All children are aware of their termly targets and are encouraged to self-review against these. As part of the review process, SEN pupils, are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive. This is incorporated into the SEND support plan.

Roles and Responsibilities

The roles and responsibilities for the Head Teacher and Governing Body are statutory and as laid out in the Special Needs Code of Practice.

Governing Body

A member of the governing body takes a special interest in SEND.

The current SEND Governor is Christina Black. Alongside the Head Teacher, the Governing Body is responsible for:

- Agreeing school policy and publishing information about SEND annually.
- Ensuring appropriate staffing and funding arrangements to meet SEND.
- Appointing a governor to have specific overview of the school's arrangements.
- Maintaining an overview of the school's work ensuring SEND is a key feature of School Development Planning.

Special Educational Needs and Disabilities Co-ordinator (SENDCO)

The role of the SENDCO is as laid out in the Code of Practice and for purposes of the implementation of this policy is:

- to work closely with Senior Leadership Team (SLT) to plan the strategic development of the SEND policy and provision in order to raise achievement of children with SEND
- to support class teachers with the identification and assessment of children
- manages the placement of TA's to support children with SEND
- to monitor the content and effectiveness of IEPs through classroom observations
 - and review of progress
- to monitor the quality of interventions and pupil outcomes using assessment data and intervention sheet scrutiny.
- to meet with parents to share assessments and explain the Code of Practice
- to liaise with relevant professionals regarding assessment and provision for children with SEND
- to support teachers in planning appropriate provision for children with SEND
 - to monitor and review progress with children, parents and teachers
 - contributes to in-service training for staff on SEND issues

Class Teacher Responsibilities

- to use assessment to monitor children's progress and alert SENDCo of any underachievement which may indicate a special need
- to inform the SENDCo of any medical condition which may make a child eligible to be considered as having a special need
- to ensure that any programme that is devised for a child with a special need is carried out and assessed regularly
- to support in the assessment of targets at the review stage
- differentiation of the curriculum to match tasks to ability.
- Update SEND support plans at least annually and review termly.

The success of the policy will result in the needs of all children with SEND being met by:

- having systems in place to identify children as soon as possible
- making use of good practice in planning for, teaching and assessing pupils
- regularly reviewing the child's progress against targets set
- regular review of itrack, English and maths data
- providing additional intervention where needed

- having a positive and effective partnership with parents
- encouraging a multi-disciplinary approach

Conclusion:

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

Related policies

This policy should be read in conjuncture with other school policies particularly:

- Admission Policy
- Behaviour for Learning Policy
- Health and Safety Policy
- Looked After Children Policy
- Complaints Policy

Appendix 1 Broad areas of need From Code of Practice (0-25) 2014

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.