



Great Barford Church of England Primary Academy

Special Educational Needs & Disability Policy

September 2018

The Special Educational Needs & Disability Policy

This policy explains how Great Barford Primary Academy makes provision for pupils with Special Educational Needs and Disabilities (SEND), in line with the school ethos and current legislative requirements (SEND Code of Practice 2014, Equality Act 2010). This policy has been developed through consultations with parents, children, staff and the governing body. This policy is reviewed on a yearly basis with staff and Governors.

Details of the school's Special Educational Needs & Disability Co-ordinator (SENDCo)

At Great Barford Primary Academy the Special Educational Needs & Disabilities Co-ordinator (SENDCo) is Pauline Browning. She is responsible for maintaining and overseeing the day to day provision and record keeping for children with SEN. Mrs Browning and the class teachers work closely with one another so that a child with possible learning needs is identified early and that appropriate support is put in place. She also liaises with outside agencies such as health and education services regarding the needs of children; this is always done after consultation with parents/carers.

School's beliefs

We believe that all children should have full access to a broad, balanced and differentiated curriculum so that all children can develop and learn. We provide a secure and stimulating environment in which all children are supported to reach their full potential irrespective of ability, disability, race, gender and social origin. All children will be encouraged, supported and praised so they may gain the confidence and self-esteem they need to move on to the next stage of their learning.

It is our policy to plan for any pupil who may at some time in their education have special education needs and require additional support. We ensure that we identify, assess and support individuals who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development. We will provide the necessary support to enable the child to learn through appropriate programmes of work and resources. Progress will be monitored, reviewed and evaluated regularly.

School's objectives

- To identify, assess and support children who have special educational needs and disabilities.
- To ensure that every child has access to a broad and balanced curriculum regardless of abilities and capabilities and that this work will be differentiated according to the



needs of the child in order to provide maximum access to the Foundation Stage and National Curriculum.

- To ensure that all staff involved with the child are aware of their needs in order to make a positive contribution and ensure consistency of approach.
- To work in close partnership with parents, pupils and other agencies in meeting individual children's needs, and actively involve external agencies for advice and, where appropriate, practical input.
- To provide support and advice for all staff.
- To work within the guidance provide in the SEND Code of Practice, 2014
- To ensure that all responsible persons i.e. the named Governor, the Special Educational Needs and Disabilities Co-ordinator (SENDCo) and the Head teacher are enabled to undertake their responsibilities in relation to the Special Educational Needs Policy including monitoring the policy.

Identifying Special Educational Needs

To ensure the early identification of children with SEN the school collaborates with parents, pre-school providers and outside agencies. The school adopts the approach advocated in the Special educational needs and disability code of practice: 0 to 25 years (2014), in conjunction with Bedford Borough's guidance and procedures.

Children will be assessed using the four areas of need, as outlined in the SEND Code of Practice:

Communication and Interaction

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

Social, Emotional and Mental Health Difficulties

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

Sensory and/or Physical Needs

This includes children with sensory, multi-sensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. However, as a school we support behavioural difficulties through quality first teaching and where necessary introducing additional strategies for individual children.



A graduated response to SEN

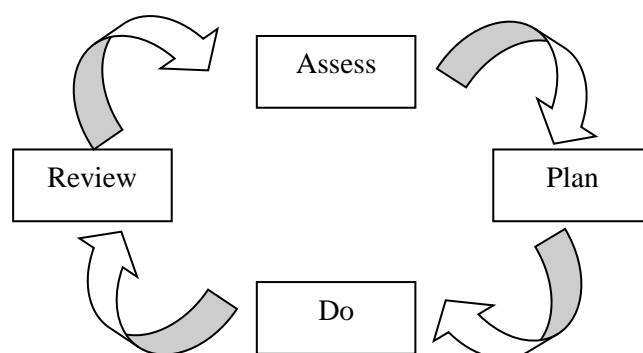
We provide a differentiated and personalised curriculum, which means that lessons are adapted to ensure that all children can access the learning. All teachers complete ongoing assessment which quickly identifies children who need additional support. Termly pupil progress meetings are held between class teachers, the SENDCo and the Head teacher; this also helps to identify children who are not making sufficient progress and/or require additional support.

Initial concern:

We will always discuss initial concerns with parents/carers and equally encourage parents/carers to discuss any concerns that they may have with us. If we are concerned about a child's progress the school, through dialogue with parents/carers, will initially put in additional support and closely monitor their progress over an agreed amount of time. During this time the school will also gather information about the child's strengths and difficulties and seek the views of parents/carers and the child.

SEN Support Wave 1:

If increased differentiation does not result in the child making adequate progress, the child will be moved to SEN Support Wave 1. SEN support takes the form of a continuous 4 part cycle:



Assess: The class teacher, working with the SENDCo, carries out a clear analysis of the pupil's need. We will also seek the views and experiences of the child and their parents/carers. We can request support from outside professionals when we feel that external assessment and guidance is needed. Assessment will remain ongoing to ensure that support and intervention are matched to the individual's need and progress.

Plan: We work with parents/carers and children to set individual targets and plan additional support to enable the child to achieve these targets. In addition to high quality teaching, additional or different action within the school may be required to enable the child to access independent learning and the curriculum. Depending on individual need this is done through additional resources, additional explanations/instructions, additional adult support and/or by adapting tasks and expected outcomes. The nature and amount of support will differ depending on the individual need; this will be explained by the SENDCo and class teacher and outlined in the child's individual plan. Parent/carers will be given a copy of the agreed targets and interventions.



Do: The class teacher remains responsible for working with children with SEND on a daily basis. They work closely with teaching assistants or specialist staff who are providing additional support for children with SEND.

Review: Parents/carers of children with SEND have termly review meetings with the class teacher, and where appropriate the child, to discuss the child's progress towards their targets, the effectiveness of the strategies currently in place and to discuss the next steps. Additional progress review meetings can be arranged with the class teacher and SENDCo.

SEN Support Wave 2:

If a child continues to make little or no progress in specific areas over a long period of time and continues to work at National Curriculum levels substantially below that expected of children of a similar age, the child will be moved to SEN Support Wave 2.

Wave 2 builds on the arrangements for Wave 1 to enable schools to match provision to meet the children's needs. At this point the school will consult with specialist providers to support interventions with the child; this may include the Psychology & Advisory Support Team, Special and Language or the Autism Advisory Team.

How we ensure that children with a disability are not treated less favourably than other pupils:

General Duty Main Actions	Action
We promote equality of opportunity	<ul style="list-style-type: none"> • Reference school Accessibility Plan • As an equal opportunities employer we would ensure that reasonable steps were taken to enable a member of staff with a disability was able to participate fully in school life e.g. providing special seating • Actively seek views of pupils, staff and users of the school • Reference SEN policy. Utilise children's support services
We endeavour to eliminate discrimination	<ul style="list-style-type: none"> • Ensure staff training includes consideration/implications towards any disability • Ensure health and safety considerations are met and relevant training provided e.g. manual handling • Ensure policy review considers the impact of disabilities • Lesson planning considers full involvement of pupils with disabilities
We endeavour to eliminate harassment	<ul style="list-style-type: none"> • Reference Anti-Bullying Policy • Reference SEAL PSHCE programme of work
We promote positive attitudes	<ul style="list-style-type: none"> • Staff actively encouraging understanding by pupils of the impact of disabilities on accessing the curriculum • Ensuring that there are positive images in school books and other materials
We encourage participation in public life	<ul style="list-style-type: none"> • Ensure opportunities are taken to provide positive role models of disabled people where possible
We take steps to meet disabled people's needs, even if this requires more favourable treatment	<ul style="list-style-type: none"> • Visitors to the school – practical steps are taken to ensure visitors' needs are met, e.g. disabled toilet facility, disabled access parking in close proximity to the school, preferential seating when required, assigning a person to support where necessary • Pupils – ensuring that their needs and wishes are taken into account when making decisions regarding participation in school life, e.g. being sensitive to pupil's feelings with regard to participation in some events such as sports day • Staff – training where necessary



Referral for an Education, Health and Care Plan (EHC Plans)

EHC Plans will be issued when the special educational needs of a child cannot be reasonably provided for within the resources available to children at SEN Support. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

Referral for a EHC Plans will combine assessment and information of the child's needs from the school, the child and from parents/carers, and where appropriate from the Health Authority, Social Services and any other professional supporting the child. Information will be gathered relating to the current provision provided, action points that have been taken, and the progress made towards agreed targets. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

The plan will be a legal document describing a child or young person's needs, what should happen to meet those needs and the suitable educational placement. It is person centred, focusing on the needs and hopes of the child. The EHC Plan can continue into further education and training, and for some young people up to the age of 25.

There will be an annual review meeting where all parties involved in the child's education are invited to attend. For children who are transferring to middle school there will be a transfer review held during the summer term of Year 3.

Managing pupils needs

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school and, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Depending on individual need, support is provided through additional resources, additional explanations/instructions, additional adult support and/or by adapting tasks and expected outcomes.



The table below outlines the support that we provide at each stage of our graduated response to SEN:

	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory and/or Physical Needs
Initial Concern				
SEN Support Wave 1				
SEN support Wave 2				
Education, Health & Care Plan				

The SEN register

We maintain a school register of all pupils placed on SEND Support and EHC Plans. This is a confidential document to allow the SENDCo, members of the Senior Leadership Team and Governors to monitor the number of children who have been identified as having SEN. The Register is updated as changes occur.

If children make good progress in line with their peers and children within a national context, then they will be removed from SEN Support. This will be discussed with you at the termly review meetings.

Pupil participation

It is important that the child is involved as fully as possible in the monitoring of their Special Educational Needs. Their views and wishes are valued and taken into account. Children are involved with setting and reviewing their targets on a termly basis. The level of their involvement will be dependent on their age and understanding.

Working in partnership with families

We believe that partnership with parents is essential in relation to SEND. Parents will be informed as soon as provision is being made for their child. They will be kept informed about their child's progress and their views and support are highly valued. School will seek parent's permission before consulting any outside agency and tell them in advance when a professional is visiting the school. Any reports produced by professionals will be shared with parents. Parents are sent a copy of all reviews, targets and programmes of work. They are invited into school for the termly review meeting and are encouraged to comment on the progress achieved by their child and the new targets or programme of work planned. There are always opportunities for parents to come into school on either an informal or formal basis to discuss concerns with the class teacher, SENDCo or the headteacher.



Transition

Foundation stage teachers and the SENDCo liaise closely with feeder pre-schools and nurseries to ensure that information and individual plans are transferred in preparation for children starting within the Foundation stage. Foundation stage teachers will also conduct visits prior to children with SEND starting at school to observe the children within their current setting and to discuss strategies currently in place.

In preparation for children moving year groups, teachers liaise closely with each other, transferring Individual plans, and discussing effective strategies and support currently in place for children with SEND.

Transition meetings are held between teachers each year and children. For children transitioning to other schools meetings are held and records passed on. We share appropriate information with the children's next school, including passing on copies of individual targets and support strategies.

Supporting pupils and families

As a school we work closely with Donna Gower who is a Family Support Advisor. She can offer support and guidance on a range of issues and can signpost families to specialist services. She is available during some Wednesday drop-in sessions; the dates of which are published on the calendar on the school website. She can also be contacted on:
Landline: 01234 771724
Mobile: 07984 551188

Bedford Borough Parent Partnership offer specific advice, guidance and support. Please follow the link below for more details about:

<https://sendguide.bedford.gov.uk/results.aspx?SENSS=true>

Supporting pupils with medical conditions

We recognise 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. Our Disability policy, which is available on the school website, outlines in more detail the provision that the school makes for children with disabilities and medical conditions. Some children with disabilities and medical conditions may also have SEND and may have a Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision.

Continuous Professional Development

We are committed to the training and continuing professional development of all staff and match training opportunities to the needs of the staff and the needs of the pupils. We believe that training aims to raise the awareness and effectiveness of the staff in meeting the special educational needs of any child.



Training and Continuous Professional Development is achieved through:

- The use of any appropriate courses.
- The use of any available expertise within school or any external professionals.
- Clearly identifying SEND within the school development plan, in order that expertise and experience can be broadened throughout teaching and support staff.

As part of the induction programme for all new teaching staff, SEND procedures will be explained by the SENDCo.

Contact information

If you have any questions or concerns relating to your child your first point of contact is your child's class teacher. You can also contact the school's SENDCo Sarah Evans via the school office. If you are considering applying for a place for your child at our school please contact the school office on 01234 870342; they will arrange a time for you to come in to meet Sarah Evans the Head teacher and to look around the school.

For further information on SEND support services in Bedford Borough please follow the link below:

<https://sendguide.bedford.gov.uk/results.aspx?SENSS=true>