Great Barford Church of England Primary Academy

'Growing together through learning, friendship and worship'

Special Educational Needs and Disability Policy

April 2020

'Growing together through learning, friendship and worship'

We seek to act on Jesus' call "He came to bring us life in its fullness." This begins with loving ourselves as well others. At our school we actively promote the opportunity for all to thrive and meet their full potential now and in the future. Through promoting and living our Christian Values we are one family in diversity.

Introduction

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 January 2015, Equality Act 2010). This policy details how we do our best to ensure that the necessary provision is made for any pupil who has special educational needs (SEND) or disability. This policy is reviewed on a yearly basis with staff and Governors.

Definitions:

The Special Educational Needs and Disability (SEND) Code of Practice (2015) states that 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.
- 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 with disabilities (including medical conditions):
A disability as defined by the Equality Act 2010 is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Long term is defined as 'a year or more' and substantial is defined as 'more than minor or trivial'. This may include sensory impairment affecting hearing or sight and those with long-term health conditions. Children with disabilities do not necessarily have SEN, but there can be an overlap between disabled and those with SEN. Disabled pupils requiring special educational provision will also be covered by the SEND definition. For further information, see the Disability, Equality and Accessibility Policy and Administration of Medication Policy on the school website.

Looked after children (LAC) and children speaking English as an additional language (EAL):
Pupils who are identified as 'looked after' or whose first language is not English may or may not have SEN but may possibly require further support.

School's beliefs

We believe that all children should have full access to a broad, balanced curriculum which, reflects the individual nature of our school and local community, promoting the spiritual, moral, cultural, mental and physical development 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.

The aims of the policy are:

- To identify, assess and support children who have special educational needs and disabilities through a graduated response.
- To ensure that every child has full access to the 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 promote a high level of staff expertise to meet pupil need, through well-targeted and continued professional development.
- To provide support and advice for all staff.
- 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 ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To work in cooperation and productive partnership with the Local Education Authority.
- To work within the guidance, provide in the SEND Code of Practice, 2015.
- Through reasonable adjustments, enable all children to have full access to all elements of the school curriculum.
- 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.

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 Mrs Pauline Browning. She holds a Postgraduate Certificate in SEN Co-ordination from the University of Hertfordshire, 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. The SENDCo, along with the head teacher (Mrs Sarah Evans) and SEND governor (Mrs Jane Ferguson) ensure that the SEND policy works within the guidelines of the Code of Practice (2015), the local authority and other polices within the school.

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 (2015), in conjunction with Bedford Borough's guidance and procedures.
https://search3.openobjects.com/mediamanager/bedford/directory/files/send_support_and_provision_guidance_2019.pdf

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

Communication and Interaction

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. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

Cognition and Learning

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). Specific learning difficulties (SpLD), affect one or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia.

Sensory and/or Physical Needs

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. Children and young people with an MSI have a combination of vision and hearing difficulties.

Social, Emotional and Mental Health Difficulties

Children 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 may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Behavioural difficulties do not necessarily mean that a child or young person has a special educational need 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. In conjunction with Bedford Borough's Behaviour, Learning and Inclusion Support Strategy:
https://bbcdevwebfiles.blob.core.windows.net/webfiles/Bliss%20documents%20-%20Dan%20Moone/Bedford%20Borough%20Council%20-%20Behaviour%20Learning%20and%20Inclusion%20Support%20Strategy%20(BLISS)%20-%20Digital%20Version.pdf

Progress as an indicator

At Great Barford Primary Academy we endeavour to identify the needs of pupils early to ensure pupils receive the support they need as soon as difficulties arise. All teachers complete ongoing assessments which quickly identify children who need additional support. Half termly pupil progress meetings are held between class teachers, the SENDCo and the Head teacher or curriculum lead; this also helps to identify children who are not making sufficient progress and/or require additional support.
Staff will look carefully at the reasons for underachievement whether pupils are falling significantly behind age-related expectations or are just not fulfilling their potential.
It is important to note that slow progress and low attainment do not necessarily mean that a child has SEND. Equally, when pupil attainment is in line with or higher than expected, it should not be assumed that there is no learning difficulty or disability.

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.

A graduated response to SEN

The graduated approach can encompass an array of strategies which are underpinned by a number of central principles:

- All children / young people are entitled to high-quality everyday personalised teaching;
- All children / young people can learn and make progress;
- All teachers are teachers of SEND;
- A differentiated curriculum is not SEND provision - differentiated learning opportunities should be given to all learners;
- Provision for a child / young person with SEND should match the nature of their needs;

- There should be regular recording of a child's / young person's SEND, of the planned outcomes, of the action that the setting is taking, and of impact of those actions and the outcomes achieved.

At Great Barford Primary Academy the graduated approach is at the heart of whole school practice. We continually assess, plan, implement and review our approaches to teaching all children. As the actions in the continuous and systematic cycle are revisited, refined and revised, the support for children with SEN becomes increasingly personalised as it responds to a growing understanding of the child's needs and the support they require to secure better outcomes.



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 on going 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.

The nature of provision

Quality First Teaching and high aspirations for all ensure additional interventions are planned and monitored to ensure closing the gap for vulnerable learners. Class teachers should have a clear understanding of the needs of all pupils and are accountable for their attainment, progress and outcomes (Teacher Standards 2012). At Great Barford Primary Academy we recognise that 'high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN' (SEND code of practice 2015) and additional intervention and support cannot compensate for the lack of good quality class teaching. Teachers are supported in this by half termly progress meetings to discuss the attainment, progress and well-being of the children in their care, observations and regular continuing professional development (CPD) provided to enhance staff skills and the understanding of SEND.

Where a pupil is identified as under achieving the first response is made by the class teacher who plans appropriate differentiation, interventions and individualised target setting for the pupil in question. The teacher will complete an initial concerns checklist which will collate a clear analysis of the pupil's needs. A discussion with the SENDCo takes place drawing on the teacher's assessment and experience of the child / young person, their previous progress and attainment, as well as information from the school's core approach to progress, attainment, and behaviour. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that there is a clear picture of the intervention to be put in place. The views of the child and parent/carer will also be gathered and outcomes agreed and the child will be put on the school SEND register.

The school may seek specialist expertise if the interventions are not having the expected impact or if needs require further clarification. The external specialist may act in an advisory capacity provide additional specialist assessment or be involved in teaching the child directly. These specialist services work most successfully with school, families and other stakeholders in effective partnership. They are able to support schools, and families to assess the needs of pupils and put in place more specialist and targeted support.

For some children / young people there may be a need to target higher level support or more intense interventions as part of the graduated response. It may be necessary to consider applying to the Local Authority for a statutory assessment of the pupils needs and an Educational, Health and care plan (EHCP). 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.

https://www.bedford.gov.uk/schools-education-and-childcare/special-educational-needs/send-team/

The plan is 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.

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

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, the support is provided through additional resources, additional explanations/instructions, additional adult support and/or by adapting tasks and expected outcomes.

General Duty Main Actions	Action
We promote equality of opportunity	• Reference school Accessibility Plan • Ensure that reasonable steps are taken to enable a child with a disability was able to participate fully in school life • Actively seek views of pupils, staff and users of the school. • Reference SEN policy. Utilise children's support services

We endeavour to eliminate discrimination	• Ensure staff training includes consideration/implications towards any disability • Ensure health and safety considerations are met and relevant training provided • Ensure policy review considers the impact of disabilities • Lesson planning considers full involvement of pupils with disabilities
We endeavour to eliminate harassment	• Reference Anti-Bullying Policy • School' values system • Personal, Social and Health Education lessons
We promote positive attitudes	• Staff actively encourage pupils understanding of the impact of disabilities • Ensuring that there are positive images in school books and other materials
We encourage participation in public life	• 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	• Ensuring that a pupil's 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

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 a 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. The 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 head teacher.
Our school Family Support Advisor can offer support and guidance on a range of issues and can also signpost families to specialist services.

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.

Evaluating the success of the school's SEND policy:

The delivery of the SEND provision will be monitored regularly following the school system of monitoring and evaluation. This evaluation promotes an active process of continual review and improvement in provision for all pupils. The SEND governor will visit the school to monitor and challenge the delivery of the SEND provision. The SENDCo writes an annual SEND report on the delivery of SEND and completes the yearly Bedford Borough SEND Audit.

Related documentation:

- SEND Code of Practice 0-25 (July 2014)
- Annual SEND Report
- Equality Act 2010: advice for schools (Feb 2013)
- Teacher Standards 2012
- Disability, Equality and Accessibility Policy
- Administration of Medication Policy
- Safe guarding policy

- Admissions Policy
- Behaviour and Discipline Policy
- Complaints procedure
- Equalities Policy

Policy review: April 2021

Appendix 1: Types of SEND

Appendix 2: Staff responsibilities

Appendix 3: School steps to SEND

Appendix 4: School Graduated Response

Appendix 5: School support

Appendix 6: School wellbeing

Appendix 1: Types of SEND

Cognition and learning difficulties

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) and 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. Specific learning difficulties (SpLD), affect one or more specific aspects of learning

- Specific Learning Difficulties (SPLD) e.g. Dyslexia, Dyscalculia
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)

Social, Emotional and/or Mental Health Needs

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.

- Depression
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Anxiety Disorder
- Eating Disorders
- Social Disorders
- Attachment Disorder
- Mental Health Issues

Communication and interaction needs

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. Children and young people with 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.

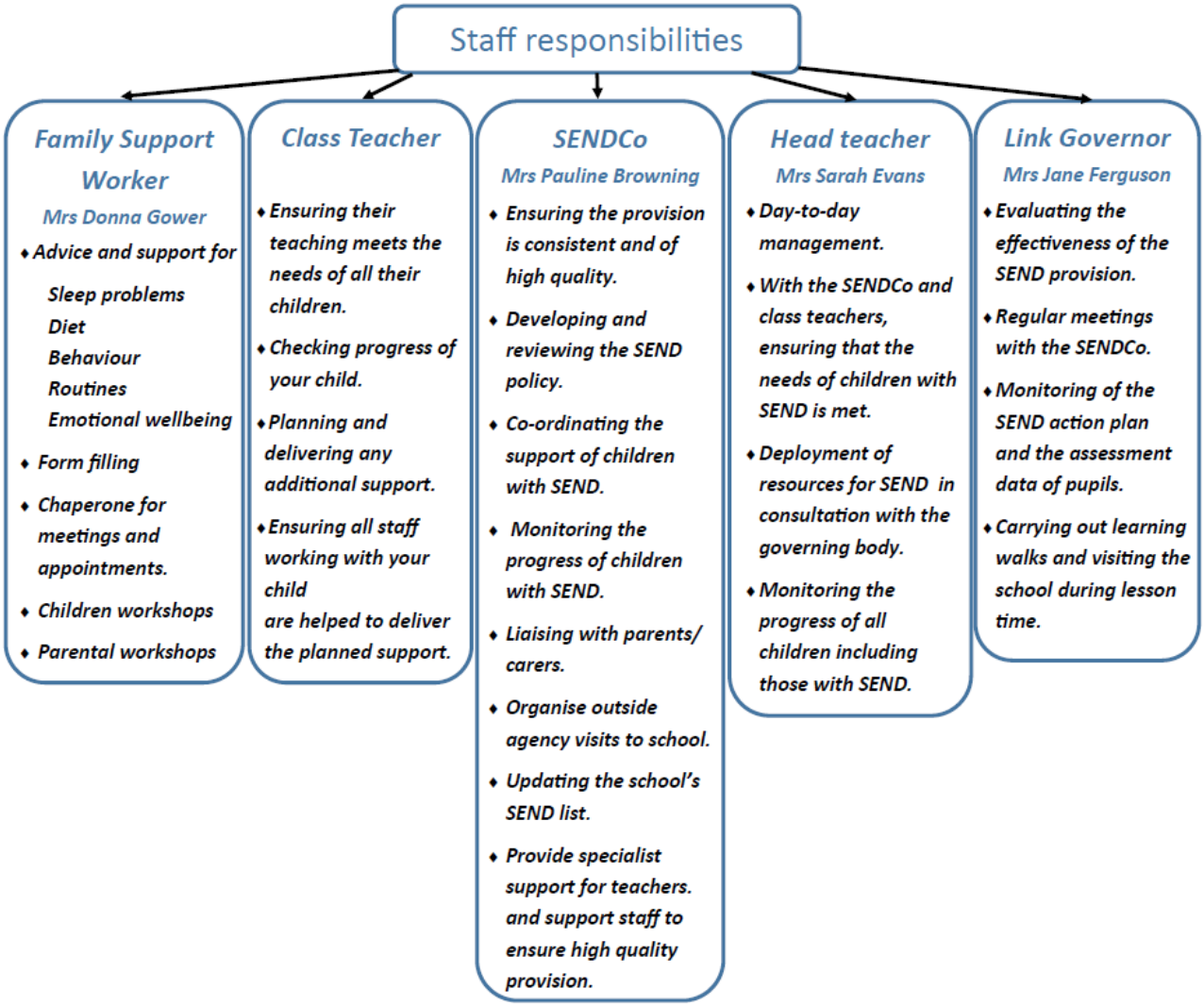
- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

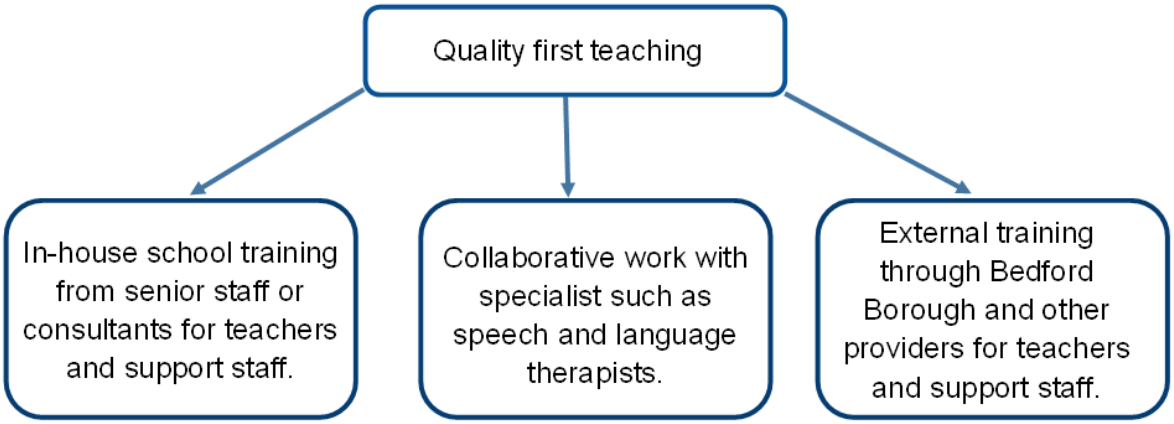
Sensory and/or Physical Needs

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 sensory and/or physical needs may require specialist support and/or equipment to access their learning.

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Appendix 2: Staff responsibilities





Appendix 3: School steps for SEND

Step 1
You as a parent/carer, or we as a school may have concerns about your child; these concerns may be about your child's academic progress, their behaviour, their emotional wellbeing or about a specific difficulty that your child is experiencing.



Step 2
Together we may be able to find a simple solution to the concern.
Together we may feel that it is important to gather more information about your child's need. This could involve the school completing further observations and/or assessments; all of which will be explained to you.
Together we may agree for additional support to be put in place and for your child's progress to be monitored closely. Your child's teacher will complete an initial concern form which will be discussed with the SENDCo when completed.



Step 3
If your child makes good progress following the additional support then we may agree to continue with this support or agree that the concern has been addressed and additional support is no longer required.
If we continue to be concerned about your child we may identify your child as having a Special Educational Need (SEN) and in need of 'SEN Support'. At this point the school will work together with you and your child to set specific targets and outline strategies to support your child to achieve their targets. This is called an Individual Learning Plan (ILP).



Step 4
If your child makes good progress in line with their peers then together we may make the decision that an Individual Learning Plan is no longer necessary.
If together we agree that the Individual Learning Plan for your child will continue, you and your child will meet with the class teacher on a termly basis to review your child's progress towards their targets and the effectiveness of the strategies. At this meeting you will together identify the next steps and draw up new targets and strategies.
Sometimes we may feel that it would be helpful for outside agencies to work with your child. We will always discuss this with you first and complete the relevant referrals with you.



Step 5
If, in exceptional circumstances, a child is not making sufficient progress or needs more support than the setting can provide, an assessment of their education, health and care needs may be necessary. This involves applying to the Local Authority for additional support and resources; this is called an 'Education, Health and Care Plan'. The school will work closely with parents/ carers and the child to complete this process.

Appendix 4: School graduated response

- 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.
- Assessment include consideration of the child's strengths and area of need.



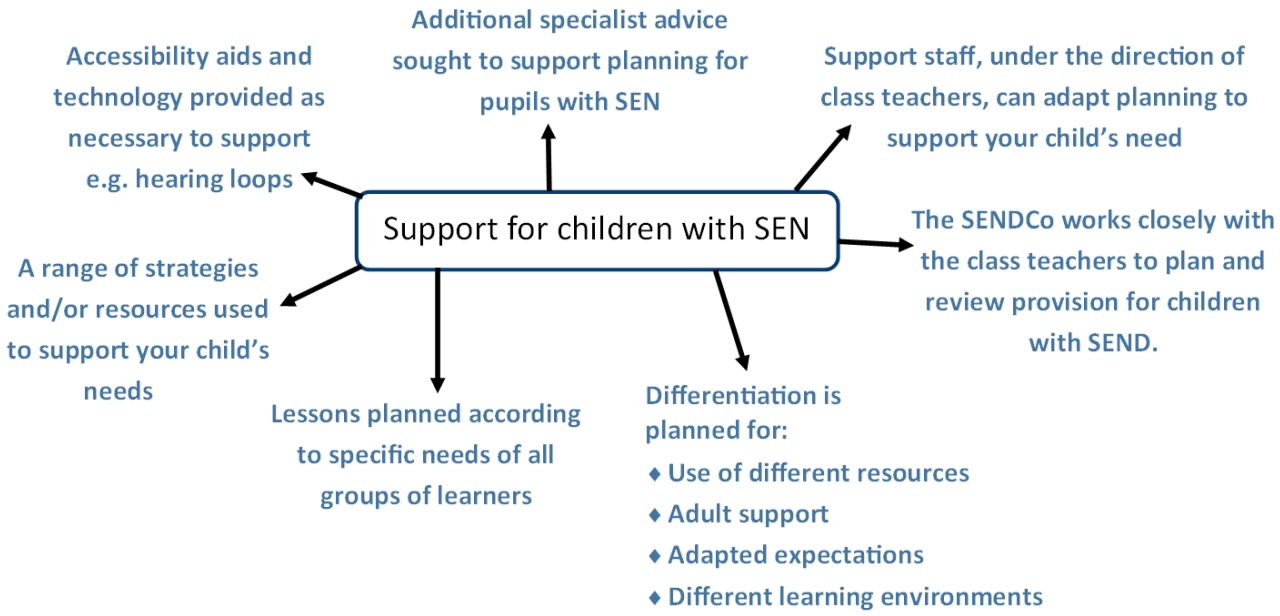
- We work with parents/carers and children to set individual targets and plan additional support to enable the child to achieve these targets.
- The nature and amount of support will differ depending on the individual needs; this will be explained by the SENDCo and class teacher and outlined in the child's Individual Learning Plan.
- Targets will be SMART—Specific, Measurable, Attainable, Realistic and Timed.
- Parent/carers will be given a copy of the agreed targets and interventions.

- 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.
- The Learning Support Plan is used as a working document and annotated throughout each term.
- Small steps of progress are monitored by the class teacher and the SENDCo using assessment data.
- Assessment from external agencies may also be carried out.

- 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.
- Staff will deliver intervention programmes within school specific to the child's needs.
- Steps towards individual target will be recorded on an intervention tracking record.



Appendix 5: School support





Appendix 6: School Wellbeing



