



## Biddick Primary SEND (Special Educational Needs/Disability Policy)

This policy was written by the Key Stage 2 SENDCO Mrs Marie Booth in conjunction with all stakeholders: parents / carers, pupils, staff and governors (SEND governor Mrs Carol Chin). It was also written to comply with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb. 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)

This policy should be read in conjunction with Special Educational Needs School Report and Local Offer (these can be found on our school website [www.biddickpns.co.uk](http://www.biddickpns.co.uk)); Anti- Bullying Policy; Safeguarding Policy; Behaviour and Discipline Policy; Disability and Discrimination policy.

### **Responsibility for the Co-ordination of SEN/D Provision**

Head Teacher: Mrs Wendy Fowler  
Deputy Head: Mrs Gail Johnston  
Foundation Stage/Key Stage 1 SENDCo: Miss Carling Baggott  
Key Stage 2 SENDCo: Mrs Marie Booth

### **Introduction**

At Biddick Primary and Nursery School we provide a broad, balanced and creative curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that means they have special needs and therefore require suitable provision to enable them to participate effectively in curriculum and assessment activities and the life of the school.

Children may have special educational needs either throughout or at any time during their time in our school. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The "Disability Discrimination Act" identifies that some pupils with disabilities may also have learning difficulties that require special educational provision. However, not all children with a disability will have a special educational need but may still have rights under the "Disability Discrimination Act". Each child's needs will be assessed and our school will make reasonable adjustments and or provide appropriate provision according to their needs.

### **What is SEND?**

A child is SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory schoolage or a young person has a learning difficulty or disability if they:

- a) have a significant greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools or a mainstream post-16 institution

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) or would if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Our Mission**

*We want our children to: feel happy, safe and valued; be confident, independent and unique individuals; challenge themselves and take risks in their learning; show respect for themselves, others and the environment; develop the skills and resilience to take on the next stage of their learning journey.*

### **Our Aim & Objectives**

*At Biddick Primary and Nursery School we aim to provide a caring and supportive learning environment that enables all children 'to be the best that they can be' and achieve their potential.*

#### **Objective 1: Early Identification**

Staff will seek to identify the needs of SEN as early as possible through gathering information from parents, education, health and care services and EYFS (Early Years Foundation Settings) prior to the child's entry into school. As children move through the school their progress is carefully monitored and any child who fails to make progress or a teacher suspects a child may have a learning difficulty, interventions will be put in place. Targets will be set and monitored through a Provision Map. After evaluation, any child who is failing to narrow the gap between them and their peers through provision will be considered for a SEN Support plan. Parents/Carers will be informed throughout the process and involved in the setting, achieving and evaluation of targets. Pupils will be at the centre of the process and will help formulate the targets, supported by parents/carers and teachers.

#### **Objective 2: Partnership with the parents and Child**

Staff will work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes helping them and involving them in SEN procedures and practices and providing regular feedback on their child's progress. Parents and the child will help identify targets and outcomes and evaluate their successes at termly meetings.

#### **Objective 3: Be open and honest**

Staff will be open and honest about the child's SEN/D and policies and procedures in school. Parents will have access to records held about their child and be included throughout the 'Assess-DO-Review' system used annually in school. Parents' views will be recorded during the reviews held termly and parents and children will be asked to set targets and outcomes.

#### **Objective 4: Closely monitor and evaluate successes of all SEND Provision**

Children who are off track and in need of extra provision to narrow the gap will be provided with a provision map. Outcomes will be identified and targets set to achieve these targets. This will be monitored and evaluated by SEND Co-ordinator/Inclusion Manager. Adaptations will be made to improve chances of success, after evaluation if more is needed teacher and SEND team will consider moving the child on to SEN Support Plans.

SEN Support Plans will identify outcomes, targets and be evaluated in a more detailed way. Whereas a provision map may include more than one child, a support plan is on an individual basis. Each provision will be costed and timed. Outcomes are reviewed at least every half term and adapted to ensure all children are given the best value provision that ensures maximum success.

#### **Objective 5: Use a tiered response**

At Biddick Primary we acknowledge that children with SEND need to be recognised as individuals and that some children need higher amounts of provision and support. We use a tiered response that reflects the level of provision and support used. This is to replace the loss of the School Action and School Action Plus categories that are no longer to be used. **(SEN Act 2014)**

#### **Identifying SEN/D**

Staff will endeavour to identify if a child has SEN/D at the earliest point after entry into school. "It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay.....can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties" (SEND Code of Practice Sept 2014: pg 86, sect 5.36)

Parents will be informed at the earliest instant that there are concerns and information will be sought from them. Staff will be open and honest about the needs of the child and what provision will be needed to enable them to access the curriculum. Teachers will work alongside TA's/Nursery Nurses and the SENDCo to create a provision map that identifies targets and outcomes for the specialist provision to be provided. These will be shared with the parents and parents will be involved at the onset. SEN Support plans, registration on the SEN/D register will only happen, where:

- Quality First Teaching, with differentiation has not enabled the child to thrive.
- Provision Maps and small group provision has not helped narrow the gap and a higher level of targeted support is needed.
- A child has significant difficulties or a diagnosis of SEN.

The needs of the whole child are considered and not just the special educational needs. Children are included with their peers for as much of the day as is appropriate. Children are categorised as SEN under the following headings:

- Communication and interaction: (Speech, Language & Communication (SLC); Autistic Spectrum Disorder (ASD))
- Cognition and learning: (Severe Learning Difficulties (SLD); Moderate Learning Difficulties (MLD); Profound & Multiple Learning Difficulties (PMLD); Specific Learning Difficulties (SpLD))
- Social, emotional and mental health
- Sensory and/or physical needs: (Visual Impairment (VI); Hearing Impairment (HI); Multiple Sensory Impairment (MSI); Physical Difficulties (PD))

Children with EAL/LAC or those being in receipt of a pupil premium grant may also have SEN but will not be considered as SEN just because of their circumstances. In addition some children may have a disability and through 'reasonable adjustments,' according to the Disability Equality Legislation, will not be SEN.

### **A Graduated Response to SEN/D support**

All children will follow a graduated response.

- High Quality Teaching- This is for all children, including those with SEN/D. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils' access support from teaching assistants, Nursery Nurses or specialist services. In most cases differentiation is the first step in supporting and responding to children who may have SEN. Children who have previously been SEN may also be supported as part of monitoring.
- Provision- Children who are not thriving, despite a differentiated curriculum will be given a provision. This may involve group or individual work with an additional adult either during or in addition to lessons (depending on need). Children will have a provision map where outcomes are identified; targets set and provision attached and costed. This will then be evaluated half termly (at least) and adjusted to try and increase success for the pupils. This will generally support children to narrow the gap and prevent the need for an SEN support plan.
- Specialist Provision- for those children, who despite high quality teaching and extra provision are not making 'adequate progress' and the gap between them and their peers is significant. It is at this point that children will be placed on the SEN register under the most appropriate category and parents will be informed of school's intention to do this. Teachers will work with parents and the SEN Team to create a SEND Support Plan, allocating specialist provision to help raise levels and support the child in making better progress through removing barriers to learning. Children will still receive 'High Quality Teaching' in addition to 'specialist provision' to remove the barriers to learning.
- Involving External Services- Staff will closely monitor the children's progress against expected outcomes and the successfulness of the SEND Support Plan. In some cases external services may be needed to remove the barriers to learning in addition to the two other tiers. The SENDCo will work with the teacher and parents to access the most appropriate service, this may include: CAMHS (Child & Adolescent Mental Health Service), CYPs (Child & Young People's Service), EPS (Educational Psychology Service), SaLT (Speech & Language Therapy), SLI (Specific Language Impairment), AOT (Autism Outreach Team), OT Occupational Therapy,

KS1/2 BIT (Behaviour Intervention Teams).

- Referral for an Educational Health Care Plan- If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process. This is usually requested by the school, but can be requested by a parent or Health or Social Care. This will occur where the complexity of the need or 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. Parents will be involved from the onset and be included as an equal partner throughout the process.

### **Assess-Plan- Do- Review**

An integral part of school for all children is assessment, this is especially important for those children with SEN/D as this enables us to plan and support their individual needs.

**Assess:** Children are assessed formally within class in Reading, Writing, Maths and in Spelling, Punctuation and Grammar. In addition children are informally assessed daily in lessons. The adult providing their support constantly assesses their achievement against daily lesson targets, targeted specifically to removing barriers to learning. In addition their targets on their SEN Support Plan or provision maps are assessed at least every half term. Some children will receive assessments from external professionals or specialist assessments such as Dyslexia Screening Tests or Overlay assessments from either the FS/KS1 or KS2 SENDCo. In Key Stage 1 and 2 Children are formally assessed termly using PIVATS. All assessments will be incorporated into teacher's assessments and feed into the next aspect of 'Plan'.

**Plan:** Class Teachers are responsible for the planning of children with SEN/D on a daily basis, targets are provided through SEN Support Plans. The FS/KS1 or KS2 SENDCo oversees any child's targets with an Educational Health Care Plan, which incorporates targets from multiple agencies, e.g. education, health and social care. The Head Teacher will plan all provision with the SEN Team, using funding within the school's allocated SEND budget, ensuring all children with SEND receive the maximum amount of support from TA's.

**Do:** The school endeavours to provide high level of support for all children with SEN/D and constantly reviews its practices to ensure all provisions within school are effective. Children will generally receive 10-15 hours of time receiving a specialist provision each week. This is significantly higher for those children with an Education Health Care Plan. We provide a range of specialist provisions within school across the core subjects and continually review the provisions on offer and what is needed for the current cohort.

**Review:** For children on the SEN register within school a formal review is held termly, attended by parents and children. The children are encouraged to assess their achievements against the targets and outcomes on the Support Plans. The views of Parents, children and any other key professional are sought and new targeted outcomes are set for the following term/half term. The SENDCo attends reviews annually for those children considered to have significant SEN/D within school, in addition to any key professionals involved with supporting the child and family. For those children with an Education Health Care Plan or Statement the FS/KS1 or KS2 SENDCo oversees the annual review alongside the Head Teacher and completes all relevant paperwork to be returned to the Local Authority. For those children in Year 5 and 6 the KS2 SENDCo invites a representative from the receiving secondary school to reviews so that parents and children are able to share their views with the next key professional in their educational journey. Multi-professional meeting can be held for any child with a SEN Support Plan if there is a need and can be requested through the SEND Team

### **Entering & Exiting the SEN Register**

Children will only enter the SEN register if they fulfil the criteria for SEN (SENCode of Practice 2014). Parents are invited into school to discuss concerns and staff, alongside the FS/KS1 or KS2 SENDCo will inform parents of provision to be used to remove the barriers to learning. Parents must agree to their child being part of the SEN register and see themselves as partners in supporting their child in the future. We have formal systems in place to ensure all children are placed on the SEN register as soon as possible, to optimise the effect of early intervention and review progress to ensure children **need** to be on the register or that the level of support is appropriate.

Step 1: Review is held with Parents and the Class Teacher to discuss concerns and the suspected 'barriers to learning.' Parents will be told what SEN category the child is to be placed on and what provision is to be offered and by whom. The FS/KS1 or KS2 SENDCo may also attend this meeting, particularly if there needs to be external agencies involved.

Step 2: Children are placed on the SEN register, under the most appropriate category. SEN Support Plans are written and shared with parents and the child at the earliest opportunity. Referrals are made, if this is appropriate.

Step 3: Children undertake the specialist provision. Reviews will be held every term, discussing with the parents and child, plus any key professional, progress made and next steps.

Step 4: Annual reviews assess the overall outcomes for the year and set new targets and outcomes for the following year. If there is a change in school or the child is in Year 5 with an EHC Plan a transition meeting is held with attendees from the receiving school.

Step 5: If the child is now at the appropriate level for their peers a review will be held with parents and will be removed from the SEN register after a period of monitoring. Timescales will be agreed with parents. Once removed children will be carefully monitored, through a provision map to ensure further SEN support is not needed.

### **How do we support Pupils and Families?**

We outline what provision is offered in school on the 'SEN Information Report' on the school website [www.biddickpns.co.uk](http://www.biddickpns.co.uk). In addition Sunderland Council provides further information on support across the authority published under 'SEND LocalOffer' @ [www.sunderland.gov.uk](http://www.sunderland.gov.uk).

### **Accessing Services**

The FS/KS1 and KS2 SENDCos work with a range of specialist services that can offer additional specialist advice or provision. These are accessed through either a direct referral to the service (Educational Psychology Service; Speech & Language) or through the Family in Need Form to access multiple services or Health/Social Care and Behavioural Services. (Key Stage1/2 Behaviour Intervention Team, Children's Services, Hearing/Visual Impairment Team, Child & Adolescent Mental Health, Autism Outreach Team). In addition parents can access some services, particularly Child & Family directly through their GP.

### **Exam Support/Modifications**

At Biddick Primary we always endeavour to ensure children with SEN/D receive as much support as we are allowed to offer so that they can access formal exams. In Year 2 and 6 the children sit formal assessments (SAT's). We adhere to current access/modification arrangements, which alter annually. Where possible or appropriate, children with SEND may be provided with extra time, comfort breaks, readers in certain assessments, scribes, access to laptops, larger print texts etc.

If your child is able to access any support or modification the class teacher will contact you and discuss exam arrangements. The Head Teacher alongside the Leadership Team oversees all exam arrangements.

### **Supporting Children with Medical Conditions**

Biddick Primary will work alongside health professionals and other support services to ensure that children with a medical condition receive a full education. This may involve flexibility and part-time schooling, with the remainder of time at an alternative provision arranged by the local authority. The staff and governors will endeavour to focus on the individual needs of the child.

As part of transition the FS/KS1 or KS2 SENDCo/Head Teacher/Deputy Head/Medical Lead/Class teacher will attend meetings prior to the child starting Biddick Primary so that they are fully aware of the medical needs of the child and what provision needs to be put in place. An Individual Health Care Plan will be written using advice from the key medical professionals, parents, the child and any other key professionals. This will be shared with key members of staff.

Individual Healthcare Plans will be reviewed regularly to ensure that the child's medical needs haven't changed and that the school is still providing the appropriate support. If the child has a EHC Plan, this will be incorporated into the review process. (See Medical Policy for full details)

### **Monitoring and Evaluation of SEND**

The SENDCo and Inclusion Manager monitors the progress and movement of children within the SEN system. They attend Annual Review meetings of all children at SEN support and are part of the process in setting targets for the next year. The SEN team monitors and tracks the progress of all SEN children termly and has regular meetings with the Head teacher and with the governor who has responsibility for SEN. Regular review of policy, practice and provision leads to continued improvement in the development of SEN at Biddick Primary and Nursery School.

### **Training & Resources**

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. A rigorous system of CPD ensures that staff receive regular training in SEN/D, co-ordinated by the Head Teacher and SENDCOs.

New staff in school undertake a detailed induction program to familiarise them with SEN/D provision and practice in school and access training to enhance their understanding of SEN/D and the individual needs of the children within their class.

The SEND Team regularly attend training from the Local Authority and the network meetings held regularly, in order to keep up to date with local and national updates in SEND.

School has links with the local Special schools and regularly sends staff to access training.

### **The Role of the SENDCO**

- to manage the day to day operation of the SEN policy;
- to co-ordinate the provision for and manage the response to children's special educational needs;
- to support and advise colleagues;
- to oversee the records of all children with SEN;
- to act as a link with parents;
- to act as a link with outside support agencies;
- to monitor and evaluate the special educational needs provision and report to the governing body;
- to manage a range of resources, both human and material, to enable appropriate provision to be made for children with SEN;
- to contribute to the professional development of all staff;
- to be responsible for maintaining the SEN register.

### **The Role of the Governing Body**

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body aims to secure the necessary provision for any pupil identified as having special educational needs. The governing body has identified a governor to have specific oversight of Biddick Primary's provision for pupils with special educational needs. The SEN Governor ensures that all governors are aware of the school's SEN provision, including the development of funding, equipment and personnel.

### **Storing & Managing Information**

All documents held regarding a child are stored securely within school. Parents can see any documentation held about their child through contacting the SEND Team. Files are transferred to the receiving school within two weeks. Files are stored until the child reaches the age of 25 and are then destroyed.

### **Reviewing the Policy**

This policy will be reviewed annually and will be amended in line with any statutory changes.

### **Accessibility**

At Biddick Primary we strongly believe that all children have an entitlement to a broad and balanced curriculum and should become "The Best That They Can Be". Our curriculum is differentiated to enable all children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that brings feelings of success and achievement;

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, work is differentiated appropriately and assessment informs next steps in learning. Marking and specific feedback identify development points to improve children's understanding.

Individual and group provision have a small step approach which ensures children experience success. Children are supported in the classroom and access Quality First Teaching, however there are times when, to maximise learning, it is necessary to withdraw children in a small group or one to one.

At Biddick Primary School we make reasonable adjustments to accommodate children with disability (see accessibility plan).

**Partnership with Parents**

Biddick Primary works closely with parents in support of those children with special educational needs. We encourage an active partnership through an on - going dialogue with parents.

The school prospectus and website contains details of our policy for special educational needs and the arrangements made for SEN children at Biddick Primary School.

**Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the care and welfare of their child, an appointment can be made by them to speak to the Head Teacher or a member of the SEND Team, who will work to resolve the issue.

**Safeguarding Children**

At Biddick Primary safeguarding children is a priority. In line with the safeguarding policy all staff are responsible for the care of children with SEND. We recognise that, statistically, children with behavioural and learning disabilities are most vulnerable to abuse and bullying. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to signs of abuse and bullying.

Bullying is dealt with in line with our school policy and procedures and strict protocols are in place. We have a proactive approach to bullying through:

- educating children about types of bullying
- anti – bullying week
- involving children in the development of policy and practice through Pupil Power (school council)
- PSHE lessons

The school will support staff, through in-service training and advice from designated teacher Wendy Fowler, nominated deputies Gail Johnston and Marie Booth and the Local Authority.

Staff should be aware that pupils with communication difficulties are vulnerable because they are unable to express themselves to others. Changes will therefore be exhibited through behaviours or signs.

If staff are concerned for the care or welfare of any child they should seek advice from the Safeguarding team in school.

This policy has been written using advice from the following documents:

- *Supporting pupils at School with medical conditions, DFE, Sept 2014*
- *Special educational needs and disability code of practice: 0-25 years, DFE, July 2014*

Policy Agreed on

By \_\_\_\_\_ FS/KS1 SENDCO  
\_\_\_\_\_ KS2 SENDCO  
\_\_\_\_\_ Deputy Head  
\_\_\_\_\_ Head Teacher  
\_\_\_\_\_ SEN Governor

## GLOSSARY OF TERMS

SEN- Special Educational Needs

SEN/D- Special Educational Needs/Disability

SENDCo- Special Educational Needs/Disability Co-ordinator ASD- Autistic Spectrum Disorder

PM- Provision Map

ITP- Individual Target Plan

EHC Plan- Education Health Care Plan SAT's – Standard

Attainment Tests

EP- Educational Psychologist

CAMHS- Child & Adolescent Mental Health Service CYPS- Tier 3 CAMHS  
(Paediatricians)

SaLT- Speech and Language Therapy

SLI Team- Specific Language Impairment Team HI/PI- Hearing

Impairment/Physical Impairment AOT- Autism Outreach Team

LA- Local Authority

