



Bishopstone C.E. Primary School

Bishopstone Church of England School, Bishopstone, Swindon, Wiltshire, SN6 8PW

SPECIAL NEEDS POLICY

Introduction

The Governing Body recognises that it is necessary to ensure that the school's curriculum is accessible to all children, is inclusive and differentiated. To achieve this it is necessary to have a structure in place to identify children whose progress, despite a differentiated curriculum, is not as expected.

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. This is then built upon by our bespoke curriculum provided by Dimensions Curriculum. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that require particular action by the school.

These requirements are likely to arise as a consequence of a child having additional needs learning, emotional, physical or behavioural. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. 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.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice (0-25), (January 2015,) it also has regard to the Equality Act, 2010: Advice for schools, Working Together to Safeguard Children, 2013 and the Statutory Guidance on supporting pupils at school with medical conditions, April 2014. This policy also makes reference to the school's Safeguarding Policy and Accessibility Plan and the school's SEND information report.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of the children are identified, monitored and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special education needs;
- to enable all children to have full access to all elements of the school curriculum and engage fully in the life of the school;
- to work in close partnership with, and involve, parents/carers of children who have SEND.

Educational inclusion

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- putting in place the means to enable children's full participation in learning, and in



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particular for physical and practical activities;

- helping children to manage their behaviour and to take part in learning effectively and safely;
- providing mechanisms for individuals to manage their emotions, particularly trauma or stress, enabling them to take part in learning.

Special Education Needs and Disabilities

Children with special educational needs have learning difficulties that call for special provision to be made.

All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed.

A child is considered to have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty 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.

The SEND Code of Practice suggests that pupils are only identified as having SEND if they do not make adequate progress following good quality first teaching including personalised teaching with reasonable adjustments and intervention to support them.

When identifying SEND we have reference to the four broad areas of need, as outlined in the SEND Code of Practice:

- Communication and Interaction (Speech and language or ASC,)
- Cognition and learning (including Specific Learning Difficulties (SpLD) such as dyslexia, Moderate Learning Difficulties (MLD,) Severe Learning Difficulties (SLD,) Complex Learning Difficulties and Profound and Multiple Learning Difficulties (PMLD,))
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs (including Visual impairment (VI) and Hearing impairment (HI) and Physical disability (PD))

These four broad areas give an overview of what needs are planned for. The purpose of identification of needs is to work out what action the school needs to take, not to fit a pupil into a category. Many pupils will have needs in more than one area and when identifying the needs of a pupil, the school will consider the needs of the whole child in all areas, not just including the Special Educational Needs. A child may have other needs that are not SEN but may impact on progress and attainment e.g. disability, attendance problems, health and welfare concerns, social disadvantage. These needs are considered when planning to meet the needs of the whole child.

A graduated approach

These stages are seen as a continuous, systematic cycle of assessment and planning, intervention and review within school to enable the child with a special educational need to learn and progress. Parents will be consulted and involved in all stages of any action the school proposes to take.

Managing pupils' needs on the SEND register

This is the registration of a concern by the class teacher. This states that a child is showing signs of having a difficulty with an area, together with the evidence for that concern provided by the teacher, parent or another professional.



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Actions:

- Gather as much information concerning the child as available.
- Try different strategies within the classroom.
- Use colleagues support, particularly the SENCO.
- Set targets.
- Monitor progress.
- Class teacher discusses concern with parent.

The class teacher takes overall responsibility for the child's educational programme at the concern level and will review the child's progress with the parent at parent/teacher discussions. The outcome of the review may be:

- The pupil is making progress because individual targets have been set and reached, through differentiated work. As long as the child's progress continues to be satisfactory within this framework of planning and review, then the pupil will no longer need any additional support and is no longer seen to be of 'Concern'.
- Despite the above, the child does not make satisfactory progress, then the class teacher in discussion with the SENDCo may decide the pupil needs support from the school and new targets with specific intervention programmes may be drawn up. This may or may not be with a Provision Plan. Because the School is now having to provide specific support that is different from or additional to normal class differentiated work, then the child is moved onto the SEND Register. At this stage the class teacher still has responsibility and liaises closely with the SENDCo to produce a more formal Provision Plan

Provision Plan - This sets out:

Curricular needs

- Precise curriculum priorities.
- Learning objectives and criteria for success.
- Monitoring and recording arrangements. Teaching requirements.
- Teaching strategies and techniques.
- Equipment and materials if appropriate.

Non-curricular needs

- Pastoral care arrangements.
- Medical requirements. Review arrangements

The plan is usually reviewed three times a year, but parents are encouraged to contact the classroom teacher or SENDCo whenever they wish to discuss their child's progress.

A review between Class Teacher, SENDCo, TA's allows discussion of progress and to draw up new targets. The results of this are then shared with parents in dedicated review meetings. The outcome of the review may be as follows:-

- If the child's progress has been satisfactory, a new Provision Plan may be drawn up to set new targets
- The child reverts to 'concern' on the SEND register
- S/he no longer needs individualised interventions
- If the child's progress continues to be satisfactory within this framework of planning and review for at least two review periods, the teacher and SENCO may decide that the child may revert to 'concern'
- The child requires a higher level of support, additional expertise may be requested to aid the child's difficulties

If a child has complex needs that are likely to require the support of several outside agencies, an Early Help Record (EHR) is completed by the SENDCo, in collaboration with the parents/carers. Parents/carers are asked to give consent for this information to be shared with any agencies/professionals involved with their child. Team around the child (TAC) meetings are then held regularly and can be attended by any professionals involved with the child. An Early Help Plan is completed which records progress towards objectives for the child. A Plan/Do/Review process is followed in order to monitor progress towards objectives.

Where it is decided that the support available within school, with the support of the Early Help Plan process is not sufficient to meet a child's needs the school will apply for a Statutory Needs Assessments from the Local Authority, in consultation with the child's parents/carers. The SENDCo will complete the Statutory Needs Assessment and additional funding request



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form in collaboration with the Class Teacher and the child's parents/carers. The child's parents/carers will be fully involved in the request for Statutory Needs Assessment and will be offered support from the Independent Support Service offered by Swindon Advocacy Movement (www.swindonadvocacy.org.uk, tel: 01793 542266.)

Where a child's needs are more individual and an Early Help Record or Education, Health and Care Plan is in place for the child or where outside agencies and professionals are involved in supporting a child, the child will have a school 'Provision Plan' which will record the individual objectives and outcomes for the child relating to their Special Educational Needs and the support and intervention provided by home, school and professionals in order to meet these needs. Progress towards the outcomes on this plan will be reviewed with parents at least two times a year, usually during parents' evenings and the Annual Review.

Education, Health and Care Plans/ Statements of Special Educational Needs

The special educational needs of the great majority of children will be met effectively within the school through SEND support, sometimes with the additional support of an Early Help Record and regular Team around the Child (TAC) meetings and/or the support of outside agencies and professionals. In a very few cases the LA will need to make a statutory assessment of a child's educational, health and care needs and then consider whether or not to issue an Education, Health and Care Plan (EHCP) previously known as a Statement of Special Educational Needs.

The school is responsible for submitting evidence to the LA, which will include:

- The views of parents.
- The ascertainable views of the child.
- Evidence of progress over time.
- Copies of advice, where provided, from health and social services.
- Evidence of the involvement and views of professionals with relevant specialist knowledge and expertise outside the normal competence of the school.
- Evidence of the extent to which the school has followed this advice.

The Code of Practice controls the timing of the formal procedures. The teaching of the child is still the primary concern of the school and will continue as at SEND support. Major reviews will take place annually for those children who have Statements of Special Educational Needs or Education, Health and Care Plans, according to the regulations as laid down in the Code of Practice.

Criteria for exiting the SEN Register

The SENDCo will discuss with Class Teachers whether there are any children who should be removed from the SEND Register. Children will only be removed from the SEND Register when they no longer require additional to or different support in order to make adequate progress in all areas.

Roles and responsibilities

The following groups have responsibilities for children with SEND:

- Parents
- School: Head teacher, Class Teacher, SENDCo, Teaching Assistants
- Governors
- Local Authority
- Parents must ensure that their child attends school regularly.

Parents need to support the school in meeting their child's special educational needs, including, signing and implementing at home where appropriate, the child's Provision Plan or Behaviour Plan.

Duties of the LA

The LA is under a duty to ensure the statement is reviewed annually. The LA will request that the Head teacher organises an annual review of the statement in line with the procedures laid down in the Code of Practice.



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The School has a responsibility to:

- Develop a policy on SEND which should be reviewed every year.
- Nominate a teacher to be responsible for SEND practices and policy.
- Regularly review and record the student's achievements and difficulties to create a cumulative SEN record.
- Baseline assessments of reception class children.
- Where funds allow, use its delegated budget to meet the needs of children with SEND or place a request to the SENRAP Panel to obtain more funding where required.
- The Head teacher must ensure that SEND procedures are working efficiently.

Class teachers/Head Teacher

- Need to identify, assess and (with appropriate support) provide for the educational needs of children in their care.
- Need to review and provide evidence for cumulative records. Decide objectives for teaching.
- Prepare teaching plans.
- Assess the work and progress of pupils with SEND.
- Be prepared for informal discussions with parents on their child's progress.
- Consult and work closely with SENCO.
- The Head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

SENDCo

- Liaise with Head / staff to ensure that the SEND policy works.
- Ensure that within the constraints of the budget, staff are trained and have adequate resources and support.
- Liaise with outside agencies.
- Co-ordinate cumulative records of all actions proposed and taken. Ensure that the SEN policy is regularly reviewed and updated.
- acts as the link with parents;
- acts as link with external agencies and other support agencies;

Governors

- The governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs.
- Ensure that the school has a policy on SEND.
- Aware of the schools early identification and monitoring procedures.
- Ensure appropriate staffing and INSET arrangements where finances permit.
- Provision for SEND policy to be reviewed every 2 years.
- Appoint a governor to be responsible for SEND who then reports to the full governing body meetings.
- Ensure that teachers know their responsibilities.
- Ensure that pupils with SENDs are integrated and not discriminated against.

LA

- Monitor all pupils with SEND to ensure that they have access to a broad and balanced curriculum.
- Monitor and provide information and feedback on support services and SEND strategies for all children with SENDs within schools.
- Make provision for children with a statement of SEND.
- Educate children in mainstream schools if possible.



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Partnership with parents

Parents of children with SEND are directed to the Local Authority Local Offer at www.mycaremysupport.co.uk for more information on what services are available locally. There is a link to the Local Offer on the school website. Those parents who have children who have a statement and are converting to an Education, Health and Care Plan or who have a child who is currently undergoing a Statutory Needs Assessment for an Education, Health and Care Plan are offered the support of the Independent Support Service offered by Swindon Advocacy Movement (www.swindonadvocacy.org.uk, tel: 01793 542266.)

This policy has been formulated with all the staff of Bishopstone School. Governors of the school have been involved in the process through sub-committee meetings and children have been involved in curriculum time and school council meetings. The policy is available from the school office if required.

Policy reviewed by:

Signed Emma Lindsay, SENDCo, Staff, Governors

Date: October 2016

Review: October 2017

DRAFT