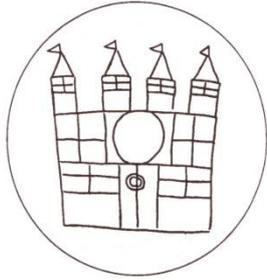


The Bridge Partnership



“Bringing out the best
in everyone”

“Everyone matters;
everyone is important”

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Responsibility for review: Learning Matters
To be adopted - Summer 2017
To be reviewed - Summer 2018

Responsibility for review - Learning Matters
To be adopted - ~~Autumn 2015~~ Summer 2017
To be reviewed - ~~Autumn 2016~~ Summer 2018

The Bridge Partnership Special Educational Needs and Disability Policy

This policy complies with the statutory requirements laid out in the SEN Code of Practice 0-25 (2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEN Code of Practice 0-25 (2015)
- Statutory Guidance on supporting pupils at school with medical conditions(April 2014)
- Safeguarding policy
- Accessibility Plan
- The EYFS Statutory Framework
- The Primary National Curriculum -Key Stage 1
- Teachers Standards (2012)

This policy was developed and written by the SENCo`s at Ashbrook and Holmwood, the SEND Governor in consultation with the SLT, all staff and parents of children with SEND.

It links with the **SEN Information** page on Ashbrook and Holmwood School websites. Our school policies are interlinked, the SEND Policy should therefore be read and informed by other policies e.g Basic Skills/Curriculum, SMSC, Core Values and Ethos

DEFINITION

The 2015 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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. Taken from SEN Code of Practice: 0-25 years (2014)- Introduction xiii and xiv Special educational provision means provision that is additional to or otherwise different from that which is made generally for children of the same age in other school. (Education Act 1996)

Children are not regarded as having a learning difficulty if the language of their home is different from the language in which they will be taught.

At the same time there are instances when a Child Looked After, is EAL or Pupil Premium/Pupil Premium Plus and also has Special Educational/ Additional needs.

AIM:

The Bridge Partnership (Ashbrook and Holmwood) believes that every child has individual and unique needs. Some children however, require more support than others. In order for these children to achieve their potential we must recognise this and plan a provision to meet their needs.

We are committed to raising the aspirations of and expectations for all children with Special Educational (SEND)/additional needs and positive outcomes for children. Provision for children with special educational/additional needs is a matter for everyone.

We promote the principles of the SEN Code of Practice (2015); children and parents are involved in the decision making process; high quality first teaching is the primary intervention/level of support and is part of the graduated approach to Special Educational (SEND)/Additional Needs; inclusion is defined by making reasonable adjustments.

We aim to ensure that all children, including those with special educational/additional needs, receive a meaningful access to the EYFS Statutory Framework and Primary National Curriculum.

OBJECTIVES:

To identify and provide for pupils who have Special Educational/Additional Needs.
To work in partnership with parents.

To operate a "whole child, whole school" approach to the management and provision of support for Special Educational/Additional Needs.

To ensure that every child experiences success in their learning and achieves to the highest possible standard.

To value and encourage the contribution of all children to the life of the school.
To encourage children to participate in and contribute to decision making processes regarding his/her needs and provision.

To provide support and advice for all staff working with children with Special Educational/Additional Needs.

To provide support, training and advice for all staff working with children with Special Educational(SEND)/Additional Needs .

To ensure Teachers are responsible and accountable for the progress and development of children in their class, including where children access support from Teaching Assistants and Specialist Teachers/Professionals.

To provide a Special Educational Needs Co-ordinator.

To work in collaboration with The Bridge Partnership Governing Body.

Roles and responsibilities:

Provision for a child with Special Educational/Additional Needs is a matter for the Bridge Partnership as a whole.

The Governing Body, in co-operation with the Headteacher and SENCo have a legal responsibility for determining the policy and provision for children with Special Educational/Additional Needs. The Governors maintain a general overview and a named representative of the Governing Body takes a particular interest in SEND.

Admission Arrangements:

The Bridge Partnership strives to be fully inclusive. All children are welcome, including those with Special Educational/Additional Needs, in accordance with our admissions policy.

Funding:

The Headteacher, SENCo and the Governors regularly monitor the needs of children and resources are allocated from the SEN budget.

The Bridge Partnership has a continuing commitment to invest in appropriate resources to meet the needs of children within the SEN budget allocation.

IDENTIFYING SPECIAL EDUCATIONAL/ADDITIONAL NEEDS:

The **SEN Code of Practice (2015)** recognises 4 categories of need:

Cognition and Learning Needs:

These include-

Specific Learning Difficulty (SpLD) e.g dyslexia; dyspraxia

Communication and Interaction Needs:

These include-

Speech, Language and Communication Needs (SLCN)

Autistic Spectrum Disorder (ASD)

Social, Emotional and mental Health Needs (SEMH):

These include -

ADHD/ADD

Sensory and/or Physical Needs:

These include -

Visual Impairment (VI)

Hearing Impairment (HI)

Multi-Sensory Impairment (MSI)

Physical Disability (PD)

There is a single school-based category called "**SEND Support**". The Bridge Partnership has identified a need for different levels of support within the SEND Support category to be established. The purpose is for all partners to share a common understanding of SEND Support where there is a criteria for each level and clear progression in provision and the requirement of external specialist advice from low level to high level of needs. We have a **5 star SEND Support system**, where 1 * denotes a lower level of need and 5* the highest level of need where children will have an Education, Health and Care Plan.

Prior to children becoming a 1* level of additional need, a Pre 1* checklist is completed by the Class Teacher and other evidence is gathered. This includes observation, progress/attainment data. The decision to complete the Pre 1* checklist is made in partnership with the Class Teacher and SENCo.

If the Pre 1* checklist indicates 5 or more characteristics that, despite targeted high quality strategies, are impacting on progress, a decision is made by the Class Teacher and SENCo to move the child to 1* Additional Needs.

For children at a 1* level of Additional Need, progress is monitored rigorously. They are included on the SEND Register. Collaboration with parents is initiated at 1* level of Additional Need to support early intervention and promote partnership working.

Individuals may also be flagged up as having 1*level of Additional Need if they are emotionally vulnerable, for example, showing low self-esteem, anxiety, which may impact on his/her learning or behaviour.

A GRADUATED APPROACH TO SEND SUPPORT

We support children identified for **SEND Support (1*-5*)**, through a **graduated approach** encompassing **3 aspects of provision and support**:

1. **1.Quality First Teaching /differentiation for individual children** underpins all provision and support. It is acknowledged as the first step in responding to children who have or may have special Educational/Additional Needs. Additional intervention and support cannot compensate for high quality ~~first~~ teaching.
2. Ref: MK guidance- Supporting Children and Young people through a Graduated Approach to SEND)
3. **Targeted Provision and Support** for children who, despite Quality First Teaching are not making the progress expected and require targeted support in order to make expected progress. Intervention programmes as part of Targeted Provision, focus on a child`s area(s) of need and the impact measured/reviewed to deliver the best outcome.
4. **Personalised Provision and Support** for children who, despite Quality First Teaching/Targeted support and Intervention are not making expected progress or require personalised provision to make expected progress.

The relevant aspect(s) of provision and support for a child is decided and monitored using a four stage successive cycle approach: assess; plan; do; review. It is essential that provision and support for children with SEND/Additional Needs is appropriately planned and monitored in collaboration with Teachers/Teaching Assistants /Parents / Guardians/ Carers and the individual child. The SENCo may also be involved.

1 * Additional Needs: Initial/Review Form is a document that summarises the needs of the child, shows attainment/progress data and identifies outcomes and the actions/provision required to meet the outcomes.

The SEND Support Plan is a document that details and monitors provision in place to meet the individual needs of children requiring SEND Support (2*, 3*, 4* and 5*). It includes information about the assess; plan; do; review cycle and the relevant aspects of provision in place for the child. For example, Quality First Teaching strategies which link to the child's One Page Profile*/ Targeted Provision/intervention(s) including impact measures and reference to monitoring records/Provision Map. Personalised Provision, which may include targets from the Specialist Teacher/ Speech and Language Therapist.

*A One Page Pupil Profile sets out the child's aspirations, strengths, needs and strategies that meet his/her needs. It provides a summary for all staff, including Supply Teachers and Mid- Day Supervisors.

The 1* Additional Needs Form is reviewed with parents termly. If however, a child's progress is a concern when reviewed at the half-termly meeting with the Class Teacher and SENCo, prior to Pupil Progress Meetings and provision needs to be changed as part of the assess/plan/do/review cycle, then parents are informed and a meeting held. This may involve the child moving to SEND Support (2*) and a SEND Support Plan being introduced.

The SEND Support Plan is reviewed formally 3 times a year at the SEND Support Plan Meeting. Interim meetings may be held as required, for example, to review personalised provision.

The SEND Support Meetings follow a person-centred approach and the focus is always on ensuring the best outcomes for the child. The level of SEN Support (2*, 3*, 4*) is discussed at the SEND Support Plan Meeting.

Teachers, parents, the child (depending on age and interest) and where appropriate, the SENCo will be present at the SEND Support Plan meeting. Teaching Assistants, external agencies may also be invited.

Education and Health Care Plans are reviewed formally on an annual basis. The Annual Review of EHC Plan (see*) can be the third meeting in the SEND Support Plan Review Cycle.

***EHC Plan Annual Review** (see SEN Code of Practice for guidance)

Annual Review Meetings are arranged by the SENCo to consider whether the EHC Plan should continue and whether provision should be maintained/ amended and expected outcomes revised.

Parents and the child are invited to the Annual review meeting as well as other relevant Professionals. Teachers and Teaching Assistants may also be included in the Annual Review Meeting.

An interim meeting may be held if required.

How do we identify a child for SEND Support?

The SEN Code of Practice (2015) places Class Teachers at the heart of pupil progress and identification of need in collaboration with the SENCo. Teachers are responsible and accountable for the progress and development of children in their class, including where children access support from Teaching Assistants.

It involves the Teacher and SENCo considering all the information from within the school about pupil progress alongside expectations of progress from national data. This will include accurate formative assessment, effective early assessment materials.

Children requiring SEND Support are identified by one of three routes, all of which are part of the overall approach to monitoring progress of all children.

- The progress of every child is monitored at half-termly Pupil Progress Meetings. Where children are identified as not making progress/expected progress in spite of Quality First Teaching, they are discussed with the SENCo and a plan of action agreed. This will involve collaboration with parents.
- Class Teachers are continually aware of children's learning. If a child is observed to be making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. A child may be identified if :

his/her progress is slower than that of peers starting from the same baseline.

he/she fails to match or better the previous rate of progress.

the gap in attainment is not narrowing in relation to his/her peers.

Class Teachers work in collaboration with the SENCo and parents to promote early intervention and agree a plan of action. The SENCo meets formally with Class Teachers every half term to discuss individual children.

- Parents may approach Class Teachers to look more closely at their child's learning because they have a particular concern. A plan of action is agreed. The SENCo is available to offer support to the Class Teacher/Parents.

- Although the Bridge Partnership can identify Special Educational/Additional Needs and make provision to meet those needs, we do not offer diagnoses.

As part of our partnership working with parents, they are advised to contact relevant professionals such as their GP.

It is our intention to have good and informative relationships with our parents so that it shouldn't come as a surprise to learn that their child is being identified as having additional needs. This is the rationale for collaborating with parents and discussing needs/provision and outcomes at 1* Additional Needs Meetings.

When a decision is made, in partnership with parents, that a SEND Support Plan needs to be introduced as part of the graduated approach and assess/plan/do/review cycle, the date of the first SEND Support Plan meeting with the Class Teacher and SENCo (as required) is agreed.

At the meeting, the Class Teacher formally lets parents know that their child is on the School SEND Register and how the SEND Support Plan process works.

Depending on their age and interest, the child may be invited to attend all or part of the meeting.

Thereafter, parents and the child are invited to formal SEND Support Plan meetings termly. An interim meeting may be called if required.

How do we manage a child's Special Educational/Additional Needs ?

The SEND Register is reviewed by the SENCo half- termly to ensure the current needs of children are up to date. The 5 * system reflects the range of need within the category SEND Support. The SENCos in the Bridge Partnership collaborate to moderate the levels of provision to ensure consistency and equitability.

Children with the highest level of need (5* SEND Support) will have an Education and Healthcare Plan (EHC Plan). There will be involvement from external agencies such as Specialist Teachers, Speech and Language Therapist, Educational Psychologist, other Health Professionals. Provision at 5* SEND Support includes all 3 aspects: Quality First Teaching; Targeted Intervention and Personalised Provision.

For children with a high level of need (4 *SEND Support) advice from external agencies such as Specialist Teachers, Speech and Language Therapist, Educational Psychologists is being implemented or may be sought. This level of SEND Support also includes

children who require additional Top-up Funding from the Local Authority to support their needs or an application is to be made for a child to be assessed for an Education, Health and Care Plan. See**

Provision at 4*SEND Support includes all 3 aspects: Quality First Teaching (including targeted QFT); Targeted Intervention and Personalised Provision.

Provision for children at 3*SEND Support includes 2 aspects: Quality First Teaching (including targeted QFT), Targeted Intervention and may also include Personalised Provision. This level of SEND Support is for children who require specific monitoring/more detailed assessment to determine if 4*SEND Support is required and/ or advice from a Specialist Teacher or Speech and Language Therapist.

Continued review cycles of the First Assess Communication Tool (FACT) are required at 3* SEND Support.

Involvement from external agencies such as Physiotherapist, Occupational Therapist automatically trigger children to be at 3*SEND Support.

Provision for children at 2 * SEND Support includes 2 aspects: Quality First Teaching (including targeted QFT) and Targeted Intervention. At this stage, the First Assess Communication Tool (FACT/FACT+) needs to be completed.

If the profile indicates a possible need in any aspect of language development /social communication development (FACT+) evidence of the impact from 2 cycles of the FACT/FACT + assess/plan/do /review cycle is required. This evidence can then be used to make a referral to a Speech and Language Therapist/ Specialist Teacher Team. This would be part of the graduated response and assess/plan/do/review cycle.

Provision for 1* Additional Needs Support includes 1 aspect; Quality First Teaching (including targeted QFT.)

Completion of the First Assess Communication Tool may be triggered.

****EHC Plan Application (SEND Support 4*)**

If an application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any Education, Health or Social Care professionals involved with the family. The purpose is to record the child`s strengths, aspirations as well as the barriers he/she faces. Following the meeting, the Local Authority produces the EHC Plan which records the decisions made at the meeting and sets out expected outcomes.

Paperwork:

Paperwork Pre 1* Additional Needs

Pre 1* checklist

Evidence from observations/progress data

Paperwork 1* Additional Needs

Additional Needs 1* Initial/ Review Form

Evidence from observations/progress data

Paperwork for SEND Support (2*,3*,4*,5*)

A **One Page Pupil Profile** is completed for children with SEND Support Plans / IEPs (Y2 Ashbrook Y1/Y2 Holmwood: academic year 2016-17).

It sets out the child`s aspirations, strengths, needs and strategies that meet his/her needs. The One Page Profile is completed with the child and in collaboration with parents .The One Page Profile is an approach to support the promotion of Pupil Voice.

It forms part of the SEND Support Plan and links with the universal requirement for Quality First Teaching. The purpose is to act as a guide for all staff including supply teachers. The information may be updated during the year, but at least annually.

Chronology of meetings with parents/consultations and/or visits from external agencies.

FACT/FACT + and Descriptor Profile

SEND Support Plan

SEND Support Plans are being phased in for children on the SEND Register to replace IEPs.

A SEND Support Plan includes information about the individual child`s provision and outcomes. A record of SEND Support Plan Meetings is kept and a copy of the SEND Support Plan is given to parents.

SEND Support Plan mid-review and end of term Summary Record

SEND Support Plan Monitoring records completed by Class Teachers/ Teaching Assistants/ Nursery Nurses to inform SEND Support Plan Summary Record.

IEPs- monitoring records to continue during phasing out process. All IEPs to be phased out by September 2017 - Ashbrook; September 2018- Holmwood)

Assessments to inform the Graduated Response (assess/plan/do/review) cycle.

EHC Plan Review Paperwork e.g Section B update of EHC Plan.

Targeted Support: Intervention monitoring record with pre and post intervention measures to show impact.

Targeted Support: Intervention Impact summary report to inform Pupil Progress Meetings.

Provision Maps to show the Interventions in place for year groups/ individual children.

Monitoring

Quality First Teaching is reviewed regularly through the Bridge Partnership Monitoring Process. This includes lesson observations, learning walks, book scrutiny.

Targeted Interventions are planned strategically to meet the needs of the individual and are monitored as part of the Bridge Partnership Monitoring and Provision Management process. This includes review of impact at SEND Meetings(Class Teacher/SENCo), Pupil Progress Meetings/ SEN Support Plan Meetings/ up to date overview of interventions for year group/individual child on Provision Maps/ clear entry/exit measurement criteria of Interventions/ observations of Interventions/ "shadowing" of children during the school day to monitor provision and ensure that it meets their individual needs.

CPD/coaching to improve teacher`s /Teaching Assistant`s understanding of strategies to identify and/or support children.

Criteria for exiting the SEND Register

The SEND Support Plan Meeting is an opportunity to discuss and agree if a child should move from a high level of support (4* SEN Support) to a lower level- 3* or 2* SEN Support.

Equally children may move from 2* SEN Support to 1*, where they are monitored at 1* Additional Needs.

A child is flagged up on the Target Tracker assessment system when it is agreed that Additional Needs 1*/ SEND Support is required. The child remains on the SEND Support indicator to show progress overtime. This is irrespective of exiting the SEND Register at any point.

Teaching and Learning

Children with additional needs and disabilities are entitled to be taught by their Teacher, not always by a Teaching Assistant.

When allocating additional Teaching Assistant support, our focus is on outcomes. We aim to provide sufficient support to enable children to achieve their targets, but without developing a learned dependence on an adult.

We have a range of Interventions that cover the 4 broad areas of need. They have clear pre- and -post intervention measures to show the impact on a child`s progress. The Intervention Lead monitors progress towards the target/expected outcome during the Intervention and liaises with the Class Teacher/SENCo. The overall impact of Interventions is monitored by the SENCo.

When considering an appropriate or priority Intervention, the child`s profile of learning is analysed by the Class Teacher and SENCo in order to select the provision that matches his/her need. This is reviewed at half-termly SEND Meetings (ClassTeacher/SENCo)-and SEND Support Plan Meetings.

Analysis of data at Pupil Progress Meetings may also flag up groups of children where intervention is required to narrow the gap in attainment. These children may or may not have identified SEND/Additional Needs. A Post Pupil Progress Action Plan meeting may be held with the Class Teacher, Head Teacher, Assessment Co-Ordinator, SENCo to discuss and agree if an Intervention should be implemented.

Working in Partnership with Families

It is our intention to work in partnership with parents/families and for the relationship to be one of mutual respect in accordance with the Restorative Practice Principles of the Bridge Partnership. Parents and where appropriate children are involved in SEND Support Meetings and decisions about SEND Support.

The Local Authority has produced a **Local Offer** which signposts support/ resources available for parents in Milton Keynes and how to access them. It includes provision from birth to 25 years across Education, Health and Social Care. The Local Offer can be located on the Milton Keynes Council website.

The Bridge Partnership has a statutory duty to provide **SEND Information** and this is available on the School websites. Hardcopies are also given to parents as required.

When access to Specialist Teachers or the Educational Psychologist is requested, parents are involved from the outset. Parents receive a copy of any reports via the school.

Parents meet with the SENCo if a request is being made to the Speech and Language Therapist and sign the relevant permission form. Depending on the individual, the Speech and Language Therapist may meet with parents. Copies of Speech and Language Therapist reports are sent directly to the child's parents and a copy is given to the school.

Transition Arrangements

Foundation/Early Years staff visit local Pre-Schools and Nurseries prior to children starting at school. The SENCo and Foundation/Early Years Manager may visit a child with additional needs and/or arrange for extra visits to take place in school.

A Transfer meeting is held with Parents, Pre-School, School Staff and External Agencies as appropriate, to plan a smooth transition to Foundation Stage/Early Years and ensure information is exchanged.

There are also a variety of transitional opportunities prior to children with identified additional need starting school e.g playground visits, assembly, where all children are invited.

For a child with an EHC Plan, a Transfer/Annual Review meeting is held in the Summer Term the year before transfer to Junior School. The purpose is to encourage parents to consider the options available so that they can make an informed request to the Local Authority.

Prior to children with additional needs transferring to his/her feeder school, the Bridge Partnership SENCos meet/liaise with the feeder school SENCo to discuss the Year 2 children with identified additional needs. Paperwork is transferred and extra visits organised depending on the needs of the individual. If parents require additional visits or a meeting with the feeder school SENCo to discuss their child's needs directly, this is organised as part of the transition process.

There are also a variety of transitional opportunities prior to children with additional needs starting his /her junior school.

As part of the internal transition process at Ashbrook and Holmwood, Class Teachers meet to discuss all children transferring between year groups and classes.

If a child with additional needs moves to a school out of the area, the Bridge Partnership SENCos liaise with the new school as appropriate.

Adaptations to the curriculum teaching and learning environment

Ashbrook and Holmwood Schools are disability friendly. The schools are on one level except for the Hall at Ashbrook where a stair lift is in place for access. Adaptions in line with the Accessibility Plan may be made, as appropriate to meet the needs of children with physical disabilities.

The Bridge Partnership is committed to the inclusion of all children and so Quality First Teaching Strategies which include differentiation of activities, visual resources are evident in practise throughout the schools.

Supporting a child at school with medical conditions

The Bridge Partnership recognises that a child with medical conditions should be properly supported so that they have full access to education, including school trips and Physical Education. A child with medical conditions may be disabled and where this is the case the Bridge Partnership schools comply with duties under the Equality Act 2010.

A child may also have Special Educational/Additional Needs and an EHC Plan which brings together health and social care needs as well as his/her special educational provision. The SEN Code of Practice (2014) is followed.

A Welfare Assistant is available at both Ashbrook and Holmwood School to support children with medical conditions. Close liaison with the School Nurse Team is also in place. The Policy for supporting children with medical conditions contains more detailed information.

Staff Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of children with additional needs, all staff are encouraged to undertake training and development.

Visits to other schools, including Special Schools are encouraged for staff to support the development of practise and provision.

Regular meetings are held to discuss the needs of individual children.

The Bridge Partnership SENCOs are active members of the local SENCO Network in order to keep up to date with local and national updates in SEND.

Dealing with Complaints

The Bridge Partnership works, wherever possible in partnership with parents to ensure a collaborative approach to meeting a child`s needs.

All complaints are taken seriously and are heard through the Complaints Policy and Procedure.

Equal opportunities

The Bridge Partnership is committed to providing equal opportunities for all. We promote the fundamental British values of democracy; the rule of law; individual liberty; mutual respect and tolerance of those with different faiths and beliefs.

Policy Review

The SEND policy will be reviewed annually.