



SPECIAL EDUCATIONAL NEEDS POLICY

Date: November 2017

Date of Review: November 2019

Signed Chair of Governors:

A handwritten signature in black ink, appearing to be 'K. Khan', written over a light grey rectangular background.

Introduction

- Berry Hill Primary School values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities.
- The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children with Special Educational Needs & Disability (SEND) are valued, respected and equal members of the school. (see Vision and Aims document)
- This policy has been written in response to the SEN Code of Practice introduced in July 2014.
- The School has produced a SEND information document that can be found **on the school's website**. This document sets out additional information with regards to how we identify, teach and assess pupils with SEND in Berry Hill School.

Aims

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- To enable pupils with SEND to maximise their achievements.
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate.
- To work in close partnership with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account in line with our commitment to being a UNICEF Rights Respecting school. The **United Nations Convention on the Rights of the Child, Article 12** states: *Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.*

Statement of Policy

Equality of Opportunity

- Our school does not discriminate against children on the grounds of race, gender or ability. We seek to enable all children to have reasonable access to the curriculum and respect the fact that children:
 - have different educational, 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.

Roles and Responsibilities:-

The Governing Body

- The Governing Body, in co-operation with the Headteacher, determines the School's general policy and approach to provision for pupils with SEND; establishes the appropriate staffing and funding arrangements; and maintains a general oversight of the school's work.
- The Governing Body will report to parents annually on the school's policy on SEND which is available to view on the school website. The Governing Body will nominate one governor with responsibility for SEND. The SEND Governor will liaise regularly with the Special Educational Needs & Disability Co-ordinator (SENDCo) and report back to the full Governing Body.

The Headteacher

- The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND.
- The Headteacher and the governing body determine how the funding allocated to support special educational needs is distributed. The Headteacher and the SENDCo meet annually to agree on how to use funds directly related to Education Health Care Plans (EHCPs).

The Special Educational Needs Co-ordinator (SENDCo)

- The SENDCo, in collaboration with the Headteacher and the Governing Body plays a key role in determining the strategic development of the SEND policy and provision in the school, in order to raise the achievement of children with SEND.

Key responsibilities of the SENDCo are:

- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating provision for children with Special Educational Needs and Disabilities.
- Liaising with and advising other teachers.

- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Liaising with external agencies including the Local Authority's support and Educational Psychology services, health and social services, and voluntary bodies.
- maintaining resources and a range of teaching materials to enable appropriate provision to be made.
- completing the documentation required by outside agencies.
- collecting evidence of the effectiveness of interventions.
- reporting regularly to the Governing Body.

The teaching staff

- **ALL** teachers are teachers of children with Special Educational Needs & Disability, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process.

Teachers respond to children's needs by:

- Ensuring that all lessons are well differentiated with high quality teaching and learning to encompass the needs of the class.
- providing targets and identifying support for children (not necessarily through a My Plan).
- providing support for children who need extra help with communication, language and English, Maths or other areas of the curriculum.
- planning to develop children's understanding through the use of all available senses and experiences.
- planning for children's full participation in learning, and in physical and practical activities.
- helping children to manage their behaviour and to take part in learning effectively and safely.
- helping individuals to manage their emotions, particularly as a result of trauma or stress, to enable them to take part in learning.
- having high expectations and tracking progress carefully.

The SEN Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs)

- TAs and HLTAs work alongside class teachers and the SENDCo in providing support for children with Special Educational Needs and Disabilities across the school, liaising with parents, other class teachers and professionals, maintaining records of the children they work with, and attending reviews and meetings as requested. They have high expectations of children and help teachers track progress carefully.

Parents of Pupils with SEND

- In accordance with the SEN Code of Practice (2014) the school believes that all parents of children with SEND should be treated as equal partners and for the parents to be actively involved in their child's education. The school has positive attitudes to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.
- Parents will be supported and enabled to:
 - Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
 - Have knowledge of their child's entitlement within the SEND framework.
 - Make their views known about how their child is educated.
 - Have access to information, advice and support during assessment and any related decision making processes about Special Educational provision.
- In accordance with the school's 'Open Door' policy, parents are encouraged to contact the child's class teacher and/or the SENDCo as needed, either by telephone or appointment.
- Parents are involved in supporting the target setting process for My Plans/My Plan+ and EHCPs (details on these below); their views are sought for reviews. We encourage active participation of parents by providing guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education.
- Parents may also seek support from the Parent Partnership Service, SENDIASS; this is a free service which supports the parents of children with SEND.

Pupil Participation

At Berry Hill Primary School we adhere to the Code of Practice 2014 and strive to use a "Person-centred Approach Principle", involving the young person throughout the whole process. Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to My Plans, My Plan + and EHCPs. This will be achieved through a variety of different approaches, as appropriate to the age of the child. These include: Pupil interviews and discussions, self-evaluation (pictures, written answers) and pupils setting their own targets.

ADMISSIONS

Children with Special Educational Needs will be admitted to the school in line with the school's agreed admissions policy. The school acknowledges in full its responsibility to

admit pupils with already identified Special Educational Needs and Disability, as well as identifying and providing for those not previously identified as having SEND. Where a pre-school child has been identified as having special education needs and /or a disability (SEND), the SENDCo and Reception teacher will liaise with the setting to gather information about the child's needs.

IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW

- All pupils are entitled to a balanced and broadly based curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation which may include short term support from the class TA in the first instance, with direction from the class teacher.
- A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. *Code of Practice 2014*
- We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code Practice:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Sensory/Physical
- These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category.
- At Berry Hill Primary, we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational need of the child.
- The school is committed to early identification of Special Educational Needs and Disability and adopts a graduated response to meeting SEND in line with the Code of Practice - 2014. All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern. A range of evidence is collected through the usual assessment and monitoring arrangements, as well as regular discussions between the SENDCo and the class teachers. If these suggest that any pupil is not making the expected progress or

their needs have changed, the class teacher works with the SENDCo in order to decide whether additional and/or different provision is necessary.

- Provision and Intervention for SEND pupils varies between classes, depending on the needs of the pupils. Intervention is tracked at a whole school level and class level.

CATEGORIES OF SEN

- We identify different levels of SEND and support. We use the process of - assess - plan - do - review and a graduated response to the needs of the child.
- Every child in school will complete a one-page profile, My Profile, which allows the child to express information which is important to them. This may include: their hopes and goals, what helps or does not help them.
- High quality teaching by the class teacher, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- This may include a short intervention designed to close the gap.
- Parents may be consulted and progress will be monitored for a period of up to 6 weeks. If no progress has been noted after this time, the teacher and SENDCo will review all the information gathered from within the school about the pupil's progress and the child may be added to the school SEND register with parental/carer permission.
- This category is called 'SEN Support'. In consultation with the SENDCo, parent/carer and pupil through a structured conversation, the teacher will identify the needs, outcomes and actions deemed necessary to address the individual needs. The child will be given individual learning targets on a My Plan which will be applied within the classroom.
- The My Plan will be reviewed regularly, at least once every term, (although sometimes sooner as circumstances warrant) and the outcomes recorded.
- Pupils and parents will be invited to contribute to the target setting and review process. If the school has evidence that a pupil is making insufficient progress despite significant support and intervention at My Plan, then it may be necessary to seek further advice and support from outside professionals. This may mean that the child will be placed at My Plan +. These pupils will then have other professionals involved with them and this will be a "Multi-Agency Approach".
- Some children may need a higher level of support and if this is the case they may need to have an EHCP (Education Health Care Plan). For pupils who have an EHCP their targets, progress and the support outlined in their EHCP will be reviewed annually.
- Other professionals will contribute to this, especially if the pupil has a medical condition or disability. When EHCP pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Advance planning in Year 5 will

allow appropriate options to be considered. The SENDCo will liaise with the SENDCo of the secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer.

- When a pupil moves to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education Regulations 2000.

MONITORING AND EVALUATING THE SUCCESS OF THE EDUCATION PROVIDED FOR PUPILS WITH SEND

- The school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the Governing Body report annually to parents upon the quality of education provided for and the achievements of pupils with SEND, regular updates are also included in each Headteacher's Report for Full Governor Body meetings, and the designated SEND governor meets regularly with the SENDCo for monitoring and updates.
- The school employs a series of methods to gather data for analysis including:
 - Regular observation of teaching by the Headteacher and other senior teachers and Subject Leader
 - Analysis of the attainment and achievement of different groups of pupils with SEND.
 - Scrutiny of teacher's planning and pupil's work.
 - The views of parents and pupils.
 - Regular monitoring by the Governing Body.
 - Maintenance of assessment records that illustrate progress over time.
 - Regular meetings between the SEN Coordinator and class teachers, subject leaders, Leadership Team and TA's.
 - As a result of the above the school reports annually upon its successes and identifies aspects for future development.

TRAINING AND RESOURCES

- SEND is funded through our annual school budget which may include additional funding for pupils with EHCPs.
- In order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

- The school's SENDCo regularly attends the Local Authority's SENDCo network meetings in order to keep up to date with local and national updates in SEND.

INFORMATION STORAGE AND MANAGEMENT

- All confidential documents are stored securely and in line with our Confidentiality policy and our Information Management policy.

ACCESSIBILITY

- The school has an Equality policy and Accessibility plan, as required by the Equality Act 2010, which places a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

ROLES AND RESPONSIBILITIES

- The current SENCO is Mrs Lucy Stevens BSc, PGCE
- Contact details - Berry Hill School 01594 832262
- The current SEN Governor is Mrs Sue Burrows
- The Designated Safeguarding Leads are:
 - Mrs Sally Hunt, Headteacher
 - Mrs Rachael Boiling, Deputy Headteacher
 - Mrs Lucy Stevens, SENDCo
 - Mrs Jacqui Reddan, Family Support Worker
- The Safeguarding Governor is Mr Mark Gunter.

REVIEW

This policy will be reviewed annually, or when legislative or Gloucestershire County Council's best practice recommendations are received.