



## **BIBURY C of E PRIMARY SCHOOL**

# **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY**

Vision - A safe learning community that nurtures and inspires individuality, confidence and success.

Bibury Church of England School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This school aims to be part of the wider community through fostering Christian values, and the development of spirituality through reflection, to enhance relationships.

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**This policy is to be read in conjunction with the Safeguarding Policy, Child Protection Policy, the Sex and Relationships Education Policy, the Public Sector Equality Duty Policy, the Whistle-blowing Policy, the E-Safety Policy, the Acceptable Usage Policy and the Health and Safety Policy.**

### **INTRODUCTION**

**Bibury C of E Primary School provides a broad and balanced curriculum for all children. We recognise and value the contribution that every child can make and are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their specific needs and abilities. Every member of staff at Bibury C of E Primary School has the highest possible expectations for every individual pupils in the school. Careful, on-going assessment of daily learning opportunities enables teachers to match their teaching to the diverse needs of individuals and groups of children. Working with parents and carers, we strive to ensure that all children make good progress across the school, both socially and academically.**

**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 mean they have special needs and require particular attention by the school.**

**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 or disabilities takes account of the type and extent of the difficulty experienced by the child.**

## **AIMS AND OBJECTIVES**

**The aims of this policy are to:**

**create an environment that meets the needs of each child**

**ensure that the special educational needs of children are identified, assessed and provided for**

**make clear the expectations of all partners in the process**

**identify the roles and responsibilities of staff in providing for children's special educational needs and disabilities**

**enable all children to have full access to all elements of the school curriculum**

**ensure that parents are able to play their part in supporting their child's education**

**ensure that our children have a voice in this process.**

## **EDUCATIONAL INCLUSION**

**In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:**

**have different educational and behavioural needs**

**require different strategies for learning**

**acquire, assimilate and communicate information in different ways**

**need a range of different teaching approaches and experiences.**

**Quality first teaching is the entitlement of all children to a curriculum that challenges and supports their progress – whether they are performing above, at or below age-related expectations. Careful, on-going assessment of daily learning opportunities enables teachers to match their teaching to the diverse needs of individuals and groups of**

children. All teaching is based on building on what children already know, can do and can understand.

By monitoring the progress of all pupils, we are able to make provision, where necessary, to support individuals or groups of children who need it. Different ways of teaching are in place so that children are fully involved in learning in class. This may involve things like using more practical learning. Specific strategies (which may be suggested by the SENCO or external advisors) may be put in place to support children to learn. All children in school should be getting this as a part of excellent classroom practice when needed.

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

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 trauma or stress, and to help take part in learning

On occasions, individuals or groups of children may be identified for extra support in school, in addition to that provided through quality first teaching. This may be because they are making slower progress than expected or because they are working below age-related expectations. They may have a specific learning difficulty or disability. Concerns may have been raised by parents. Additional support may take the form of small group intervention.

In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, carry out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, their previous progress, attainment and behaviour, as well as the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. These assessments are reviewed regularly to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENCO contacts them if appropriate and if the parents agree.

## **ROLE OF THE CLASS TEACHER AND TEACHING ASSISTANT**

Many of the children who join our school have already attended an early educational setting. In some cases children join us with their needs already assessed. 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.**

**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 intervention from the Class Teacher or Teaching Assistant.**

**The school is committed to early identification of Special Educational Needs and adopts a graduated response, in line with the SEND Code of Practice. If our assessments show that a child's progress or development is slowing, additional school support strategies are put in place, in consultation with parents, carers and the child.**

**We have a graduated process that enables the right level of intervention and support when needed, with the aim of raising aspirations, promoting independence and inclusion. Children with ongoing needs may be identified as needing 'SEN Support'.**

**The progress of any intervention is monitored carefully and the intervention will take into account the child's maths, writing and behaviour targets if appropriate.**

**On occasions advice from external services is sought. If this is the case, we will consult parents prior to any support being actioned. If the child continues to demonstrate significant cause for concern, an Education, Health and Care Plan may be required.**

#### **ROLE OF THE SENCO (Ms Holly Wrigley)**

**Responsible for:**

**Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.**

**Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND**

**Holding termly Pupil Progress Meetings to identify any child who may be in need of support**

**Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc**

**Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs**

**Writing any Health Care Plans**

## **CLASS TEACHERS**

### **Responsible for:**

**Checking on the progress of children and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support)**

**Ensuring that all staff working with children in their class are helped to deliver the planned work/programme for children, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.**

**Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.**

## **TEACHING ASSISTANTS**

### **Responsible for:**

**Carrying out intervention, under the supervision of the class teacher**

**Providing support for children in and around the school**

**Undergoing training as necessary**

## **SEND GOVERNOR**

### **Responsible for:**

**Making sure that the necessary support is made for any child who attends the school who has SEND.**

## **ROLE OF THE GOVERNING BODY**

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

**The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.**

**The school gathers information through:**

**regular observation of teaching**

**analysis of the attainment and achievement of different groups of pupils with SEND**

**maintenance of assessment records that illustrate progress over time**

**scrutiny of teachers' planning and pupils' work**

**the views of parents and the pupils**

**regular pupil progress meetings between SENCO/Headteacher and class/subject teachers and teaching assistants.**

**As a result of the above, the school reports regularly upon its successes and identifies aspects for future development.**

#### **ALLOCATION OF RESOURCES**

**The SENCO/ Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans.**

**The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.**

#### **ASSESSMENT**

**Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.**

**The class teacher and the SENCO/Headteacher assess and monitor the children's progress in line with existing school practices. This is an ongoing process.**

**The SENCO/Headteacher works closely with parents and teachers to plan an appropriate programme of support.**

**The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO/Headteacher can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.**

#### **ACCESS TO THE CURRICULUM**

**All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable 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; we differentiate work appropriately and we use assessment to inform the next stage of learning.**

**Interventions for children needing additional support, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. These interventions are monitored on an on-going basis in Intervention Logs.**

**We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.**

## **PARTNERSHIP WITH PARENTS**

**The school works closely with parents in the support of those children with special educational needs and disabilities. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs and disabilities.**

**A termly curriculum outline informs parents of areas of learning with suggestions for activities to do at home.**

**Parents are consulted if school feels there are areas of concern that need external support.**

## **PUPIL PARTICIPATION**

**In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. Learning targets are shared and discussed with children.**

## **MONITORING AND EVALUATION**

**The SENCO/Headteacher monitors the progress of children within the SEND system in school. The SENCO/Headteacher provides staff and governors with regular summaries of the impact of the policy on the practice of the school.**

**Next review: Nov 2018**