



Special Educational Needs Policy

Bottisham Community Primary School

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (Aug 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (August 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy was created by the school's SENDCo with liaison with the Senior Leadership Team, members of the Governing Body, all staff and parents of children with SEN.

Section 1:

The person with special responsibility for managing the school's response to children with SEN is the Special Needs and Disability Coordinator (SENDCo). The SENDCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. The SENDCo is a member of the school's Senior Leadership Team.

The school's Special Educational Needs and Disability Coordinator is:

Rachael Johnston
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The Governor with responsibility for Inclusion is:

Sarah Wormald

At Bottisham Community Primary School we are committed to providing an inclusive curriculum to ensure the best possible progress for all our children, whatever their

needs and abilities. All teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with SEND.

Section 2: Aims

The aims of our SEN policy are as follows:

- to identify children with special educational needs and disabilities and ensure that their needs are met
- to ensure that children with special educational needs and disabilities are able to participate with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

Everyone in the school community - governors, staff, children and parents - has a positive and active part to play in achieving these aims:

Governors: by fulfilling their statutory duties to pupils with special educational needs, by securing appropriate resources, by establishing a policy which has regard to the Code of Practice on the identification and assessment of special educational needs and by participating in appropriate training.

Staff: by acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils, by working in partnership with the Special Educational Needs and Disability Co-ordinator, pupils, parents and other agencies and by participating in appropriate training.

Pupils: by having their wishes about their own needs regularly sought and carefully considered and by all pupils treating their peers with respect.

Parents: through consultation and by working in partnership with the school to help meet their child's needs

Section 3: Identifying Special Education Needs

The identification of Special Educational Needs is built into the overall approach to monitoring the progress and development of all children at the school. Each child's current skills and levels of attainment are assessed on entry and class teachers make regular assessments of progress for all children. Where children are falling behind or making inadequate progress given their age or starting point, parents are invited to discuss this with the class teacher. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

In some cases it will be the parent or carer who first raises the possibility of Special Educational Needs to the school. The school will listen to the parent's aspirations for their child and together with the child, plan what to do next.

The first response to such progress will be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENDCo, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) the school will ensure that they put in appropriate support designed to secure better progress, where required. Slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.

There are four broad areas which give an overview of the categories of needs across the school. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time. A detailed assessment of need will ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software. The four broad areas of need are as follows:

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through

to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children with an MSI have a combination of vision and hearing difficulties.

Other areas which are NOT considered Special Educational Needs but that may impact on progress and attainment are:

- Disability (the Code of Practice outlines the reasonable adjustment duty for all settings and schools provided under current Disability Equality legislation- these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman / woman

Section 4: A Graduated Approach to SEN support

All children receive **Universal Support**. This entails quality teaching within an inclusive environment. It ensures a positive experience for all children whether they have special educational needs or not. Universal support continues when some children receive additional support from time to time. Sometimes, some children will benefit from **Targeted School Based Support**. This will enable them to address specific needs and 'catch up' with their peers. Children who have special educational needs may need **Specialist School Based Support**.

Universal Provision

Universal provision forms the foundation for all other provision or support and includes Quality First Teaching that is made available to all. It is based on inclusive approaches to teaching and learning. These benefit all children regardless of ability, but are essential for those with SEND.

Quality First Teaching demands high expectations of both learning and wider outcomes. Some of the key features are that it is:

- Welcoming
- Multi-sensory
- Chunked down with the use of scaffolds and prompts
- Supportive of metacognition (the pupil understanding how they learn best)
- Practical, problem solving and investigative
- Reflective
- A partnership with parents

Quality teaching celebrates large and small step achievements. Reasonable adaptations for individual needs are made. This includes strategies, resources and adaptations to curriculum and environment that teaching and support staff utilise so as to remove barriers to learning for children.

School-based Targeted Support

This often takes the form of short-term strategies or interventions to enable the child to 'catch-up'. There may be many varied reasons why a child may be behind their peers that can be removed with time-limited, focussed interventions.

Targeted interventions are often held in small groups. The interventions are short term and use assessments to measure impact. In most cases, children will make rapid progress and be able to work at the same level as their peers.

School-based Specialist Support

If a child has special educational needs, they may at times require short, medium term or longer term interventions to develop specific skills and knowledge. This type of specialist support is often one-to-one but also may be in small groups where interaction with peers is part of the intervention. The child's class teacher (supported by the SENDCo) will work closely with any teaching assistants or specialist staff to plan support appropriate for them. Universal Provision remains in place for children receiving specialist support as it is a vital part of everyday provision for children with special educational needs.

In deciding whether to make special educational provision, the teacher and SENDCo should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

Where a pupil is identified as having SEN, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. It is known as the Assess, Plan, Do, Review cycle. (See Appendix 1).

Section 5: Managing Pupils Needs on the SEN Register

Pupils with SEND are supported through the regular whole-school systems for setting targets for all pupils and reviewing their progress. Termly pupil progress meetings are used to review and track the progress and attainment of all children, including those with SEND.

When a child has been identified on the SEN register, the class teacher (with support from the SENDCo) will meet termly with the parents to discuss the progress and attainment made by the child, known as a Progress Review Meeting. They will consider a range of teaching approaches, strategies and interventions. Together, they will agree outcomes for the child which are recorded and shared with SENDCo. The class teacher will plan appropriate support and interventions, with support from the SENDCo, setting clear targets for the child. A pupil questionnaire is taken at the start of a new intervention programme and their targets are shared with them. At the next Progress Review Meeting, the class teacher will share information with parents about the child relating to progress and outcomes agreed previous meeting.

The school records the provision made using a provision map. This is reviewed and updated termly in line with the Progress Review Meetings. The provision map is also used to identify areas of need throughout the school and to plan the level of provision required. If children make good progress against the outcomes and targets set for them and their attainment is back in line with age-expectations, then they will be removed from the SEN register. However, their progress will continue to be tracked through the whole-school systems and additional support can be re-introduced if it is felt to be required.

Within the school (or across the cluster of schools) there are staff trained in areas of special educational need who can advise and support on provision at this level. Specialist support will be offered where a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children at a similar age despite well-founded SEN support. Parents will always be involved in any decision to involve specialists and what was discussed or agreed will be recorded and shared with parents and the staff supporting the child.

Sometimes specialist support requires additional advice or support from outside agencies such as the Specialist Teaching Team, Educational Psychology Service, Locality Team, Speech and Language therapists etc. With parental agreement, a

Common Assessment Form (CAF) will be started which will help with information gathering and provides your consent for other agency involvement.

In the instances where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

Section 6: Supporting Pupils and Families

Bottisham Community Primary School values working in partnership with all parents. We will seek to involve parents in decisions about their children. The views of parents will be sought at all stages of assessments and provision. No decision will be made about assessment or provision without seeking the views of parents and the pupil. All communication involving decisions will be recorded. The school will offer suggested strategies or activities for parents to do at home to support their child's learning and meet their needs. They may also be opportunities to attend parent/carer workshops in school to help support and understand the strategies used in school. In addition, the school may be able to offer individual training in specific support strategies relevant to the child.

The Governing Body is in agreement with the Local Authority admissions criteria which do not discriminate against children with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Disability Act 2001. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with a statement of special educational needs or Education, Health and Care plan, the SENDCo will work closely with the Local Authority named officer in coming to a decision about the most appropriate provision for the child. No child can be refused admission solely of the grounds that s/he has special educational needs provided the school has the necessary resources to support that child.

The school recognises that transitions can be difficult for a child with SEND, and takes steps to ensure that any transition is as smooth as possible. If a child is joining from another school, the SENDCo will liaise with their previous setting and professionals where appropriate. The child will be able to visit the school and stay for a taster session, if this is appropriate.

If the child is moving to another school, the SENDCo will contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for the child. Where possible, a planning meeting will take place with the SENDCo from the new school. The school will make sure that all records about the child are passed on as soon as possible.

When moving classes in school, information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. In addition to the whole class transition, the child will be able to participate in more personalised one to one sessions with their new class teacher.

At the end of Year 6, the SENDCo will discuss the specific needs of the child with the SENDCo of their secondary school. Sometimes this may involve a transition review meeting to which parents will be invited, will take place with the SENDCo from the new school. The child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. Where possible, the child will visit their new school on several occasions, and in some cases staff from the new school will visit the child in this school.

Further information for parents on SEND be found in the school's Local Offer and SEN Information Report on the website. There is also information on outside agencies that support parents, including a link to the Local Offer made by the Local Authority.

Section 7: Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with it's duties under the Equality Act 2010.

Some may also have SEN and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Section 8: Monitoring and Evaluation of SEND

Assessment is a central tool through which the school measures all children's progress, including those with SEND, and plans to meet their future needs. It is an on-going process that happens daily, weekly and termly, both formally and informally. Assessment is conducted by teachers, teaching assistants and by the children themselves. The children's progress will be continually monitored by their class teacher and will be reviewed termly with the Senior Leadership team, including the SENDCo.

Where specific interventions or strategies are implemented, outcomes and targets will be set by the class teacher together with the parents. Progress towards these targets will be measured using pre- and post-intervention assessments.

Much of the evidence of the impact of support for pupils with SEND is located within regular school systems:

- Tracking data on pupil progress

- Differentiated curriculum planning
- Feedback and marking

In addition, evidence can be found in the following SEND specific systems:

- Provision map
- Evaluations of the interventions identified on the provision map
- Records of progress review meetings
- Intervention plans, including target setting and evaluation
- Monitoring records, including lesson observations
- Culmative record of progress for each individual pupil with SEND
- Data on the overall participation of children with SEND in extra-curricular activities
- Data on the overall exclusions and attendance of pupil's with SEND
- Governors' monitoring and evaluation records for SEND

Section 9: Training and Resources

In drawing up the School Development Plan and through the Appraisal System for Professional and Personal Development, the head teacher will give consideration and appropriate priority to the needs of all teachers with regard to special educational needs. The school's in-service training plans for special educational needs will be reported to the governors, and will include details of training for class teachers, the SENDCo, Teaching Assistants and other ancillary staff. The SENDCo will assist in the provision of training for teaching and non-teaching staff through liaison with the appropriate external agencies. The governors will give priority to training on special educational needs responsibilities, assessment and provision when drawing up their own plans for governor training.

Section 10:Complaints

The school's complaints procedure is set out in the prospectus and is as follows:

Bottisham Primary School seeks to provide the best education it can for each individual child, and endeavours through consultation and discussion with parents to overcome any problems that may occur. If, however, there is a formal complaint there is a procedure in place.

1. Inform the Head teacher - every effort will be made to consider the matter sympathetically and, as far as possible, to resolve the matter informally.
2. Formal complaint to the Governing Body.
3. Formal complaint to the Local Authority.

Reviewed September 2014

R. Johnston

