



Bierton Church of England Combined School

Policy for Special Educational Needs and Disabilities 2020-21

Policy written by: Mrs G Bramley

Review date: September 2021

	Signature	Date
Chair of Governors		
Headteacher		
SENDCo		



Our Motto:

At Bierton CE Combined School, our Motto is '*Aim High, Achieve Success, Find Your Sparkle and Shine*'. We believe that every child has their own unique skills, talents and things that make them stand out from others. Our aim is to provide all of our children with opportunities to find their unique sparkle and shine. We prepare our students both academically and socially for life in the wider world, ensuring that when they leave us at Bierton, they are confident and well-rounded individuals.

Our Vision:

At Bierton Church of England Combined School, we want to develop children as citizens who make a difference to themselves; their peers and their community. We are all different; we are all unique; we all have strengths. We want our children to find their light and let it shine; and let God and ourselves be proud of who they are. This Vision is rooted in biblical teaching as it links to Matthew 5:16:

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'

Our Values:

At Bierton, we are committed to developing our children as respectful citizens and we are an inclusive school, where our Christian values are fully embedded. In addition, we are a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

Our five school values are:

- Love
- Honesty

- Co-operation
- Respect
- Responsibility

Love:

We care for others, share with others, help each other feel safe and we always want good for everyone else.

Honesty:

We tell the truth, as well as make sure that we are being true to ourselves and to other people.

Co-operation:

We help one another and work together to achieve our goals.

Respect:

We listen to others, show our Bierton manners at all times, we respect ourselves and our environment and we know that we are all unique and valuable.

Responsibility:

We take care of ourselves and others and we also take care of our school and our environment.

Our Aims:

We aim:

- To identify pupils with Special Educational Needs and Disabilities (SEND) as early as possible and ensure that their needs are met.
- To have in place systems whereby teachers are aware of such pupils.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.

Introduction:

Bierton School welcomes all children with diverse needs and from a wide range of backgrounds. We strongly believe that every child is equal and that each child is capable of achieving their very best throughout their time with us.

This policy has been developed to address the requirements of the new reforms and legislation as dictated by the 2014 Children and Families Act, the SEND Code of Practice 0 – 25 (July 2014) and the Equality Act (2010). The policy was compiled using the new policy guidelines for schools from the National Association for Special Educational Needs (NASEN). The SEND policy will be reviewed each year, with any necessary changes made.

Definitions of SEND:

The SEN code of practice states:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age: or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

It is important to note that children are not classified as having SEND if their language of their home is different to the language in which they will be taught.

Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.
- for children under two, educational provision of any kind.' (Education Act 1996)

Our Objectives of the SEND Policy:

The objectives of this policy are to ensure that we:

- take into account the views of children, young people and their families by enabling them to participate in decision-making;
- ensure that all children, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning;
- celebrate all children's achievements in a supportive and nurturing environment that promotes self-esteem and independence;
- support all teachers to plan inclusively to remove barriers to learning and to provide fair access and equal opportunities for all children;
- identify, assess, record, and regularly review children's progress and needs;
- operate an open door policy with effective channels of communication to ensure that the most appropriate personalised support is provided for every child;
- provide a Special Educational Needs Coordinator (SENDCo) whose work will be guided by the SEND Policy;
- offer training, support and advice to all staff, facilitated and led by the SENDCo and, where appropriate, by collaborating with partners in education, health and social care to provide support.

Broad Areas of SEND:

Special Educational Needs tend to fall into four broad categories and the provision that a child requires should be closely matched to their individual needs. The four main areas of SEND are:

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health difficulties
- 4) Sensory and/or Physical Needs.

Communication and Interaction:

Children and young people with SEND may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly in or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions.

Cognition and Learning:

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with

their social development, self-esteem and emotional well-being. Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and co-ordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent.

Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.

A child or young person with a Specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).

Social, Emotional and Mental Health difficulties:

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Sensory and/or Physical needs:

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Many disabled children and young people also have a SEND. Where this is the case, access arrangements and other adjustments should be considered as part of SEN planning and review. However it may be that the steps to ensure access to mainstream education and related opportunities are sufficient to mean that special education provision does not need to be made.

It is also important to note that behaviour is no longer considered as a category of SEND. However, any concerns relating to a child's behaviour could be described as an underlying response to a need which will have to be investigated further.

“Persistent disruptive behaviour or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, families or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.” (DfE SEND Code of Practice 2014: p96:6.21)

Identification of SEND:

Bierton School considers the full needs of every child over their whole time in the school and will adapt provision to give a comprehensive and, where necessary, varying degree of support, depending on the individual requirements at any given time.

All teachers use on-going formative and summative assessments of children to measure progress and performance against national expected levels of attainment for a child of comparable age. The progress of every child is monitored at termly pupil progress meetings. Where a child's progress or attainment gives cause for concern a graduated approach will be applied.

The Graduated Approach:

The graduated approach follows a cycle of 'assess, plan, do, review'.

Assess:

Where formative and/or summative assessment raises a concern, the teacher will in the first instance move to 'plan'. If there is an existing initial concern then this is referred to, to identify any further concerns. An appropriate discussion may be held with the child to establish where they think they struggle and parents may also be consulted. A profile is developed taking all the above into account and this may trigger the next step.

Plan:

When a child is identified as having a 'barrier to learning' and their progress is not in line with their peers or age/stage expectations, 'quality first teaching' (i.e. teaching by the class teacher in the classroom) with differentiated teaching/tasks for the individual child, is the first step in responding to the SEND. In other words, high quality classroom teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Do:

Teachers implement the plan. Teachers are responsible and accountable for the progress and development of the children in their class. This includes where a child accesses support (e.g. from teaching assistants or specialist staff). The teacher will decide if support is in a group, paired or 1:1 and will take place within or away from the classroom. Whatever the decision, the teacher is responsible for linking all support to the classroom curriculum content, as appropriate.

Review:

The school regularly and carefully reviews the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable children. At this stage the effectiveness of quality first teaching is reviewed. If the teacher concludes that the child's needs are not being met by quality first teaching, the teacher and SENDCo will consider all of the information gathered from within the school about the child's progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials, alongside national data and expectations of progress. The graduated response of assess, plan, do, review will continue in this way, referring to external professionals if necessary.

SEND Support:

SEND Support Plans are utilised to show detailed support for individual children. At Bierton, we ensure that our SEND Support Plans are reviewed on a half-termly basis, alongside the parents and the young person themselves. We believe that the views of the parents and the child are crucial when writing an SEND Support Plan.

The SEND Support Plan aims to set out the specific support that a child might be receiving over a period of 6 weeks. If a specific intervention the child is having is showing little impact, then the intervention will be changed. Bierton CE School recognises that SEND Support Plans are only effective if they are updated regularly.

Every class teacher of children with SEND will be responsible for the upkeep and monitoring of all records and for gathering evidence of support given and

progress made towards specific outcomes. The SENDCo will regularly check the SEND Support Plans across the school and the provision that our children with SEND are having.

We also have children who are not yet identified as having SEND, but might need to be flagged up at a later date. These children are our Spotlight children. They may have had previous input from outside agencies or specific interventions, but these are no longer needed. We still keep a record of these children, in case they are raised as having SEND at a later date.

Education Health Care Plans (EHCPs)

Through summative and formative assessment, progress is monitored and if there is a need to change the level of support because the child is not making expected progress, despite high quality, targeted support, then all relevant parties are consulted and an application is made to the Local Authority for an EHC needs assessment (formerly referred to as 'statements').

- Children with EHC plans will have an annual review to evaluate the current and future needs/support for the child.
- Parents will be communicated with at every stage of the process via letters, phone calls, emails and meetings with the class teacher and SENDCo and through more formal arrangements such as annual reviews, SEND meetings and consultation evenings.
- Children's views are obtained as part of an annual review. Where a child cannot articulate their views, observations will be made to identify their preferred activities and areas of learning.
- The school has access to a wide range of education, health and social services professionals available in Buckinghamshire to support this process.

Supporting Children and Families:

It is now a statutory requirement for our Local Authority to provide a local offer for parents/carers of children with SEND. Buckinghamshire LA offer can be found at:

<http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/family.page?familychannel=59>

Our school may involve other external agencies (including health, social care and Bucks County Council Support services) to meet the needs of pupils with SEND and their families by using the following:

- Specialist Teaching Service to support pupils with Autism, Visual impairment, Hearing impairment and Physical Disabilities, Speech and Language needs.
- Child Protection Services
- Educational Psychology
- CAMHs (Child and Adolescent Mental Health Service)
- School Nurse
- Community Paediatrics
- Social Care
- Family Resilience
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Education and Welfare Officers
- Counsellors
- Pupil referral Unit
- County SEN Team

The school communicates the contact details for the support listed above for children with SEND and their families via:

- 1:1 discussions
- SENCo drop-ins
- Our school website
- Annual reviews

Transition:

When children with SEND are joining our school, we always ensure there is a thorough handover between the Nursery/Pre-school setting and Bierton. We also meet with the parents/carers of the child with SEND before they join us, in order to gain a truer picture of the child's needs and so that we understand how best we can support the child when they begin their learning journey with us.

At the end of each academic year, the children who are transferring to new classes across our school experience two transition afternoons, as well as extra

time built in (if necessary) for the child to meet their new teacher. There is also a thorough handover between the teaching staff, to ensure everyone is able to support the children in the best possible way.

When our children reach Year 6, some of our children with SEND might require some additional transition support. Some secondary schools offer enhanced transition, where our children are invited to spend some extra time in their new setting before they begin their school in September.

Training and Resources:

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of children with SEND. The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEN focused external training opportunities for all staff. This may include Local Authority SENDCo network meetings.

We recognise the need to train all our staff on specific SEND issues. The SENDCo, with the senior leadership team, ensures that pertinent training opportunities are matched to school development priorities and those identified through the use of provision management. All teachers and support staff undertake induction on taking up a post and this includes information on SEND policy and practice.

New staff and trainees have time with the SENDCo to understand the role of the SENDCo and teacher expectations for SEND teaching and learning.

The Headteacher, SENDCo and the Governors of the school regularly monitor the needs of children with SEN. Resources are allocated according to need.

Role of the Governing Body:

- appoint a member of staff to be the Special Needs Co-ordinator (SENDCo);
- delegate powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- to ensure that provision of special educational needs is of a high standard;
- to have regard to the Code of Practice when undertaking its responsibilities;

- to report annually to parents on the effectiveness of the school's special educational needs policy;
- responsible for ensuring funding is in place to support this policy;
- responsible for ensuring policies are made available to parents;
- nominate a link governor to visit the school regularly, to liaise with the SENDCo and to report back to the Governing Body;
- responsible for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of special educational needs provision is effective;
- work closely with the SENDCo and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of special educational needs;
- inform parents when special educational needs provision has been made for their child
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy.

Role of the SENDCo:

- work with the Headteacher to oversee the day to day provision for pupils with special educational needs within the school;
- lead the development of special educational needs throughout the school;
- provide guidance and support to all staff;
- organise and support the team of LSAs;
- Oversee the preparation and keeping of up to date Provision Maps and SEND Support Plans
- track the progress of children with special educational needs;
- organise training for school personnel;
- keep up to date with new developments and resources;
- liaise with parents;
- organise annual and termly reviews for children with a statement;

- meet with outside agencies;
- work with feeder or transition schools;
- review and monitor;
- annually report to the Governing Body on the success and development of special educational needs.

Role of the Nominated Governor:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy.

Role of Class Teachers:

- be aware of the school's policy for the identification and assessment of pupils with special educational needs and the provision it makes for them;
- deliver the individual programme for each special educational needs pupil as set out in their SEND Support Plan;
- develop SEN Support plans for pupils with special educational needs by working closely with the SENDCo and support staff;
- comply with all aspects of this policy
- undertake appropriate training.

Role and Rights of Parents:

We encourage parents:

- to work closely with the school in order to develop a partnership that will support special educational needs pupils.
- to take part in the compilation of children's SEND Support plans
- to take part in the review of children's intervention and progress;
- to attend annual reviews.
- to attend the SENDCo drop-in sessions

Role and Rights of Pupils:

We encourage pupils with special educational needs to understand their rights and to take part in:

- assessing their needs;
- devising their SEND Support plan;
- setting learning targets;
- the annual review.

Storing Information:

All documentation, data and personal details are stored on the school's systems according to the school's data protection policy.

Complaints Procedure:

Arrangements for considering complaints about special educational provision within the school are as follows.

- Informal complaints or concerns should in the first instance be discussed with the class teacher and/or SENDCo.
- Formal complaints should be discussed with the SENDCo and Headteacher in the hope that a satisfactory solution can be found.
- If a satisfactory resolution cannot be found the parent will be referred to the school's complaints procedure which is available on the school website.

Key Contacts:

Mrs G Bramley (SENDCo): senco@biertoncombined.bucks.sch.uk

Ms J Martin (Headteacher): head@biertoncombined.bucks.sch.uk

Glossary of Terms:

ADD: Attention Deficit Disorder

a developmental disorder that is marked especially by persistent symptoms of inattention, such as distractibility, forgetfulness or disorganisation.

ADHD: Attention Deficit Hyperactivity Disorder

a group of behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness.

ASD: Autism Spectrum Disorders

the name for a range of similar conditions, including Asperger syndrome, that affect a person's social interaction, communication, interests and behaviour.

CAMHS: Child and Adult Mental Health Services

the NHS services that assesses and treat young people with emotional, behavioural or mental health difficulties.

EHCP: Education Health Care Plan

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

HI: Hearing Impairment

a partial or total inability to hear. A deaf person has little to no hearing. Hearing loss may occur in one or both ears. ...Hearing loss can be categorised as mild, moderate, moderate-severe, severe, or profound.

LA: Local Authority

an administrative body in local government.

LSA: Learning Support Assistant

Someone who provides support to children and staff in the school.

MSI: Multi-Sensory Impairment

Pupils with MSI have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities.

NASEN: National Association of Special Educational Needs

A charity organisation which supports thousands of practitioners by providing relevant information, training and resources to enable staff to meet all pupils'

needs. Working with dedicated education professionals, NASEN aims to ensure that practice for special and additional needs is both effective and current.

PD: Physical Disability

A limitation on a person's physical functioning, mobility, dexterity or stamina. Other physical disabilities include impairments which limit other facets of daily living, such as respiratory disorders, blindness, epilepsy and sleep disorders.

PMLD: Profound and Multiple Learning Difficulty

Most people with profound and multiple disabilities will have physical disabilities and will be unable to walk and have to use a wheelchair. They may have hearing and sight problems. They will communicate non-verbally, that is, they will not speak or if they do, will use only a few words. Some may use signs and symbols or look and point to what they want.

SEN or SEND: Special Educational Needs (and Disability)

We believe that... 'Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

SENCo: Special Educational Needs and Disabilities Co-ordinator

A SENCO is responsible for the day-to-day operation of the school's SEN policy. All mainstream schools must appoint a teacher to be their SENCO.

SLCN: Speech, Language and Communication Needs

the term given to describe the extensive range of needs related to all aspects of communication – from understanding others to forming sounds, words and sentences to expressing ideas and emotions and using language socially.

SpLD:

The term 'Specific Learning Difficulty' (SpLD) is a term that refers to a difference or difficulty with particular aspects of learning.

The most common SpLDs are dyslexia, dyspraxia, attention deficit-hyperactivity disorder, dyscalculia and dysgraphia. An individual may have one of these independently or they can co-exist as part of a wider profile.

VI: Visual Impairment

Visual impairment or low vision is a severe reduction in vision that cannot be corrected with standard glasses or contact lenses and reduces a person's ability to function at certain or all tasks.