



Special Educational Needs and Disabilities (SEND) Policy

Introduction

At Bentfield Primary School we value all learners equally and are committed to developing their enthusiasm for learning and the highest possible levels of achievement for all children. Within our caring environment we aim to develop a culture of inclusion and diversity to ensure that every child strives to reach their true potential and has access to a broad, balanced and differentiated curriculum. We recognise the right of all pupils, including those with special educational needs and/or disability (SEND) to be taught alongside their peers and to participate fully in school life, while acknowledging their individual needs. We work proactively to develop positive attitudes and promote equality of opportunities for all pupils, including making reasonable adjustments to cater for the needs of our children.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (DfE 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Accessibility Plan
- Teachers Standards (2012)

Key Roles and responsibilities

The Governing Body is responsible for:

- Working with the Head Teacher and school Special Educational Needs Co-ordinators (these are the Head of Learning Support and Assistant Head of Learning Support in our school) to agree the school's SEND policy and provision.
- Working with the Head Teacher and Special Educational Needs Co-ordinators (SENCoS) to ensure the delivery of a high quality education for all pupils
- Monitor the provision set out for those with SEND
- Report annually to parents

The governing body is responsible for allocating a specific governor for SEND, our named Governor for SEND is Maeve Duffy. The Head of Learning Support and Assistant Head of Learning Support, Mrs Rachel Grant and Miss Chantal Hobday, are both fully trained SENCoS, and are responsible for managing the provision for pupils with special educational needs and/or disabilities throughout the school

The Head Teacher (HT) is responsible for:

- The overall management of provision and progress for children with SEND
- Working with the Head of Learning Support and the Assistant Head of Learning Support to evaluate the effectiveness of support across the school and manage the support staff within the school

The Head of Learning Support (HLS) and Assistant Head of Learning Support (AHLS) are responsible for:

- Manage the enhanced provision as well as managing and coordinating provision for all pupils with SEND in the school.
- Assess, plan and review all outcomes for children with SEND and hold termly meeting with parents and those working with the children

- Co-ordinating and communicating with outside agencies including NHS and private therapists
- Sourcing, allocating and providing training to staff across the school to improve knowledge and practice for all staff
- Monitoring LSA's performance across the school through observations, termly progress meetings and regular conversations.

Class Teachers are responsible for:

- Providing high quality teaching to all the children in their class
- The progress and development of every pupil within their class
- Working with any teaching assistant or specialist staff to ensure the curriculum is differentiated to facilitate the learning of all pupils and allocate time throughout the day for the children to work on their agreed outcomes.
- Curriculum co-ordinators are available to provide support and advice to colleagues in the planning of a differentiated curriculum.

Learning Support Assistants (LSAs) are responsible for:

- Working collaboratively with the Class Teacher, HLS and AHLS, to deliver the appropriate provision for pupils with SEND.
- Monitoring and recording progress on agreed targets for individuals or intervention groups
- Contributing to the 'assess, plan, do, review' process through assessment tracking and feedback.

Identifying Children with special needs

The SEND Code of Practice (2015) states that:

'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 him or her'.

'A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

The four broad areas of need identified within the Code of practice are:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

The four broad areas give an overview of the range of needs for which the school will be planning. When identifying the needs of pupils, it is necessary to consider the whole child and not just their special educational needs. The needs of our pupils are identified in order to work out what provision we need to put in place to support the child and their family. We recognise that children often have needs which can fall into more than one of the broad areas and that a child or young person's behaviour is an underlying response to a need. The SEND provision made for a child should always be child-centred and will include detailed assessments of their strengths and needs with a plan of using interventions, approaches and equipment to target each area.

As a school we recognise that the following factors may impact on progress and attainment, but these alone should not be considered as a special education need:

- Attendance and punctuality

- Health and welfare
- EAL (English as an alternative language)
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of serviceman/woman

A graduated approach to SEND Provision

The school adopts a graduated response recognising that there is a continuum of special educational needs and where necessary will bring increasing expertise to bear on the difficulties a child may be experiencing.

High Quality Teaching

- All class teachers strive to give high quality teaching to all the pupils and are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Termly assessments for learning and progress are monitored by the Senior Leadership Team which identifies pupils that are making less than expected progress given circumstances and age.
- Initial identification will generally be made by the class teacher through professional observation and assessment to identify a child's strengths and areas for development. Concerns may also be raised by the parents or the child, and information from parents and carers is sought early on in the identification process and with a continual flow of information to and from school throughout the graduated approach.
- Class based interventions may be put in place to support a child's progress using a classroom support plan, these interventions and strategies will be taken from the Essex Provision Guidance, 'High Quality Teaching section'.

Additional School Intervention and Support

- Where strategies and interventions from the 'High Quality Teaching' section of the Essex Provision Guidance have been implemented and adequate progress and still not been made or identification of need has been provided by outside agencies (such as GPs, other health professionals, Speech and Language Therapists, the pre-school specialist teaching team, Educational Psychology Service, previous settings) the child will be placed on a One Plan.
- A **One Plan** will follow the **assess, plan, do and review** format and a meeting will be held with the pupil, parents and all professionals working with the child to identify what is important to the pupil and their family now and in the future, agree outcomes for the child and what provision is needed to support the child and family to achieve these outcomes.
- The One Plan will be reviewed termly with strategies and interventions from the 'Additional School Intervention' within the Essex Provision Guidance included.
- Once a one plan is in place the child will be placed on the SEND register.
- A One Page Profile will be created as a summary of the child's strengths and needs as well as the best ways to support the child, these are child centred and where possible the child has input into creating this.
- Within the One Planning process more expert support from an outside agency such as the Speech and Language Therapist, Inclusion partner etc. may be required. This will be discussed with parents and a referral made.

During the One planning process a pupil's rate of progress may increase to enable them to operate within the expected range of abilities if this is achieved, they may be removed from the SEND Register, but their progress will continue to be monitored through High Quality Teaching to ensure rates of progress are maintained.

High needs, Statutory Assessment and EHC Plans

- If, after a series of cycles of the One Planning process the pupil is not making progress the school or parents may request additional support through a EHCP assessment.
- The school will also need to show that the funding available in school has been utilised fully and appropriately and its impact evaluated. These criteria are explained within the Essex 'Criteria for undertaking an EHCP Statutory Assessment' (August 2014).
- The request is made to the West Essex SEND Operations Team. A summary of the EHC assessment process, outlining the involvement of parents and young people together with time scales, can be found in the 'Essex Guidance on Assessment and Planning for Children and Young People with SEND' (August 2014).

The Assess, Plan, Do, Review Cycle

When a pupil is placed on the SEND register, a cycle of 'assess, plan, do review' will begin; this is called a One plan.

- **Assess**- gathering of information through observations, assessments and outside agency recommendations which are all reviewed regularly.
- **Plan**- One plan meeting to be held to agree long term outcomes and the short-term targets. The provision to support these targets will be discussed.
- **Do**- The class teacher is responsible for including the provision in their planning, through interventions, additional targeted support and equipment if needed. The targets will be shared within the classroom staff so all adults are aware of these and target sheets are produced to track progress. This is reviewed and supported by the SENCo.
- **Review**-The One plan is reviewed termly with the child (where possible), parents and all those working with the child. Everyone will have the opportunity to express what is going well and what is not working within the plan and identify next step targets for the following term.

Supporting pupils and families

The school SEN Information report can be found on the school website www.bentfield.essex.sch.uk

The school SEN Information report is in line with the Essex Local Offer www.essexlocaloffer.or.uk

This website provides links to a variety of services and agencies to support the family and pupil including Health and Social Care.

Bentfield Primary School follows the County's Admissions Policy together with a specific admissions policy for those children whose placement will be covered by the enhanced provision funding. Bentfield School receives enhanced provision funding to cater for the needs of up to sixteen pupils with severe and life-long learning needs within the mainstream classes (and a further eight flexible places to be used across the school according to individual and cohort needs). The additional funding the school receives for the enhanced provision allows for two pupils with severe significant and complex needs to become valued members of each of our classes.

The teachers of pupils in Year 2 and 6 work closely with the HLS and Head Teacher to arrange appropriate support for pupils during statutory assessments. This may involve, within the guidelines of the assessment process, the provision of a reader, a scribe, additional time or an alternative access mode.

Transitions

The school works closely with parents from the initial point of contact to ensure a smooth transition into the school whether at nursery, reception or into the Key Stage 1 or 2 classes. Visits to the school are welcomed and parents are given the opportunity to meet with the Headteacher and the Head of Learning Support/SENCO to discuss individual needs and provision. Within school the transition between classes and key stages is carefully planned with opportunities for teachers, LSAs, parents and pupils to become familiar with their new class. The school works closely

with local secondary and special schools to ensure smooth and effective transition from the primary to secondary school phase. Transition meetings are organised to include the parents, pupil and all relevant professionals in order that effective transition can be planned and delivered with pupils and parents feeling confident and secure in the process.

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 its duties under the Equality Act 2010. The school's Equality Duty can be found on the school website.

Some pupils may also have special educational needs (SEND) and may have a Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. The school works within the DfE statutory guidance for 'Supporting Pupils at School with Medical Conditions' (April 2014) and the Statutory Framework for Early Years Foundation Stage. The school's policy for Supporting Pupils with Medical Conditions can be found on the school website.

Storing and managing information

Documents relating to pupils with SEND are stored in line with a school policy on Information Management and the Confidentiality Policy.

Accessibility

The Equality Act 2010 provides a single, consolidated source of discrimination law. It introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies. The Equality Duty has replaced the three separate duties on race, disability and gender. It extends to all protected characteristics- race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

The school has published its Equality Information and Objectives which outlines the steps the school will take to meet the General Duty thereby improving aspects of equality for groups with protected characteristics and making practical improvements to access for all.

Through the enhanced provision the school has been working proactively for many years to develop positive attitudes and make reasonable adjustments for disabled pupils at policy and whole school level, as well as for individual pupils. By doing this the school has done much to promote equality of opportunity for disabled pupils and to secure their participation in every aspect of school life including access to the extended school day, participation in after-school clubs, leisure and cultural activities and educational visits. All areas of the school are physically accessible with accessible hygiene areas in each key stage. The school considers carefully the location of specific year groups annually to ensure appropriate accessibility to specialist facilities whilst minimising disruption to class bases.

The school provides a welcoming environment with clear signs and displays that represent the whole community including people with disabilities. Parents and carers are made to feel welcome and regular opportunities for formal and informal contact are maintained with written and spoken languages made accessible for the parents and where appropriate to the pupils. There is a designated area in school for parents' and carers' meetings and environments where confidential and sensitive information can be shared. Parents and carers can contact key learning support staff directly at the beginning or end of the school day, by telephone via the school number or by email. Every effort is made to arrange meetings to fit in with parents and carers' work or other commitments

Reviewing the policy

This SEND Policy will be reviewed annually within the governor's framework for reviewing policies

Dealing with complaints

If the parent/s of a child with SEND has a concern about the provision being made for their child they are encouraged in the first instance to discuss the matter with the Class Teacher. If further discussion is needed they should see the HLS/ AHLS, and then the Head Teacher. We aim to resolve any issues swiftly and in person, encouraging parents to talk to us, as a way of improving our service. Any complaint will be responded to within an agreed time scale in line with the complaints policy.