



Bearwood Primary School

Special Educational Needs and Disability Policy 2017-2018

Reviewed and updated March 2018



Bearwood Primary School SEND Policy

At Bearwood Primary school we are committed to providing the very best education for all our pupils. Our aim is to raise the aspirations and expectations for all pupils with SEND.

We recognise that a child has SEND if they have a learning difficulty or an ability which is significantly greater than the majority of children of the same age. Children may be said to be SEND if they are not reaching their full potential due to behavioural, intellectual, physical, emotional or social reasons, or a lack of resources or provision to meet identified needs.

The aims of our SEND policy are to ensure that:

- All children are given equal access to the curriculum and that each child's achievements are valued.
- Ensure the earliest possible identification of SEND.
- Involve parents as partners in the SEND process at every stage.
- Identify and overcome potential barriers to learning.
- Regularly monitor and review each child's progress and take appropriate action.
- Raise staff awareness and expertise through CPD.
- Ensure that the school works within guidance provided by the SEND Code of Practice 2015.
- Make full use of the expert support facilities e.g Medical Services, Educational Psychology Service, Social, Emotional and Mental Health Support Service, Specialist Units etc

Responsibility for co-ordination of SEN Provision

The person responsible for co-ordinating the day-to-day operation of the SEND policy is Miss Steventon. Please contact her by phone: 0121 434 4499 or e-mail dawn.steventon@bearwood.sandwell.sch.uk

The SENCO responsibilities include:-

- Overseeing the day-to-day operation of the school's SEN policy in conjunction with the Head Teacher
- Coordinating provision for the children with special educational needs
- Liaison with and advising all staff members, teaching and non-teaching
- Maintaining SEN register and updating all SEND records and information
- Maintain close links to all parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with the external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- To assist class teachers to draw up Individual Provision Plans (IPP's) and consultations with other staff members and parents, where appropriate.
- Co-ordinating Annual Reviews for children with Educational Health Care Plans (EHCP).

Other Roles and Responsibilities

The Head Teacher is responsible for ensuring that that the resources provided are used efficiently and effectively and that the SEN policy is implemented throughout the school.

The Governing Body has a duty to ensure that, within the resources made available to it, there is provision for the efficient education of all children, including children who have identified special educational needs. To help them achieve this, one named Governor has responsibility for overseeing SEND provision including the resourcing for SEN support, which is reviewed annually. **This is currently Mrs Kate DeRight**, who can be contacted via the school.

Learning Support Practitioners who are specifically assigned to individual children with a statement, or who work with children, who have special educational needs, operate under the direction of the class teacher who has prime responsibility for the day-to-day education of the child/children.

All other staff with supervisory roles should be aware of the needs of SEND children and the relevant strategies that have been agreed. Lunchtime supervisors will be informed by the class teacher.

Parent/Carers as key partners in the education of their child, should be encouraged to exercise their parental responsibilities with respect to their child's needs. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Pupils also have a responsibility to themselves and others (including their parents/carers and teacher) to work purposefully towards attainable agreed targets so that, ultimately they benefit from the structured programme that is intended to assist their learning and enhance their opportunities.

All teaching staff have an individual, professional responsibility to ensure that within the resources available, a differentiated curriculum is provided and appropriate teaching styles are employed so that, as far as possible, the needs of all children are met and all children in the class have equal opportunity to access the full curriculum. There is a professional responsibility to maintain records and review action plans that are shared with parents/carers and then passed to the successive teacher as part of the formal records. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

Identifying and assessing Special Educational needs

Early identification is vital. The class teacher informs the parents as soon as concerns arise and enlist their active help and participation. The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

Triggers for placing a child on the SEND register might be:

- Little or no progress despite receiving differentiated learning opportunities
- Working substantially below levels expected of children of similar age
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Sensory and/or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum
- On-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Children will not be placed on the SEN register as a result of falling behind due to:

- Solely having a home language or form of home language that is different from the language in which they will be taught.
- Poor attendance and punctuality
- Health and welfare issues
- Being in receipt of pupil premium grant

- Being a Looked After Child

A graduated approach to SEN Support

The school uses the graduated approach recommended in the Code of Practice (2015) to respond to children's Special Educational Needs. The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily.

- Class teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step to responding to pupils who may or may not have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.
- We regularly check the quality of teaching for all pupils through lesson observations, learning walks, planning and work scrutinies and pupil progress meetings.
- If a pupil is identified as not making adequate progress at a pupil progress meeting, the class teacher, SENCo and senior leadership team will discuss strategies to be used to accelerate progress including, the use of interventions, 1:1 teaching assistant or teacher support.
- For higher levels of need, the SENCo will consult with parents and make a referral to the school's educational psychologist or specialist learning teacher.

Pupils who do not make adequate progress, despite normal classroom differentiation or targeted provision may be identified as having Special Educational Needs. At all stages, the child's parents will be consulted and kept fully informed.

The SENCo works closely with parents and staff to plan an appropriate programme of intervention and support, and the children are actively involved at an appropriate level in discussion about their individual progress.

Admission arrangements

Bearwood's admission arrangements are published separately and in line with the LA's Admission Policy.

Any SEND specialisms and any special units

The school has no special unit or specialisms.

Managing pupils on the SEND register

Pupils who are identified as having SEND and are receiving support that is "additional to or otherwise different from the educational provision made generally for children of their age" are recorded on the school SEND Register at one of two stages:

1. School Support

The class teacher and /or SENCo identifies a child with SEND. The class teacher provides interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

All available information should be collected, including information from the child's parents, and in some cases outside professionals who may already be involved. The SENCo will take the lead in any further assessment of the child's needs and in planning future support for the child, in discussion with colleagues; the class teacher, however, remains responsible for working with the child on a daily basis and for delivering an individualised programme.

With parental consent, 'Consultation Advice' may be sought from the LA support services for advice on strategies or equipment or staff training to make effective intervention possible without regular or ongoing input from external agencies. However, if it is agreed that School Support is needed, External Support

Services may be consulted. They see the child's records and usually visit him/her in school to assess needs and progress against targets which have already been set.

2. EHCP

School request for Statutory Assessment with a view to obtaining an **Educational Health Care Plan (EHCP)**: If, after taking action, the child's difficulties seem 'so substantial that they cannot be met effectively within the resources normally available to the school or setting', then a request may be made to the LA for a statutory assessment. The SENCo will take the lead in making this request, in consultation with parents and all relevant agencies. The LA will consider the request and may order multi-disciplinary assessments. The LA may then issue a formal EHCP. This process should take no longer than 26 weeks.

The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this. Before requesting an EHCP schools should be able to demonstrate the processes and interventions put in place to support the child in order that they can make progress; costs of support will be in excess of £6,000. In Sandwell, only those pupils whose needs are severe and likely to cause life-long disability are considered for an EHCP.

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 bring feelings of success and achievement.

Staff 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.

Pupils on the SEN register will have an **Individual provision plan (IPP)**. The SENCo works closely with parents and staff to plan an appropriate programme of intervention and support through this provision plan which will outline how and by whom additional support is offered, and each target is broken into smaller steps to aid day-to-day learning and development.

The class teacher is responsible for updating the plan and is accountable for evidencing the progress towards the objectives. Every 8 weeks the plan will be reviewed and a new plan written by the SENCo, class teacher and parents. The level of provision is based on need. Wherever possible, we do not withdraw children from class but allow them to work alongside their peers with additional support. There are times however when, to maximise learning, we ask them to work in small groups, or in a one-to-one situation.

Interventions available are detailed on the Whole School Provision Map Attached below.

Partnership with parents

When school have an initial concern, parents will be spoken to by the class teacher and then by the SENCo. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and care.

Parental permission will be sought before making any referrals to outside agencies or placing a child on the SEN register. At every stage of the process, parents will be kept fully informed by our SENCo and regular meetings are held to share the progress of special needs children with their parents, update records and to discuss next steps in all areas.

SENDIASS

School must ensure that parents are aware of Sandwell's SEND Information, Advice & Support Service (SENDIASS), which will support and advise parents of children with Special Educational Needs, should they feel the need for such support. SENDIASS can be contacted on 0121 555 1821.

Complaints

Parents who wish to complain are strongly advised to initially speak to the SENCo, Miss Steventon or Head Teacher, Miss Haywood regarding their complaint. We always try to resolve any problems in school as quickly as possible. If the issue cannot be resolved at this level the parent will be directed to the schools complaints procedure.

Monitoring and evaluation of SEN

The school regularly and carefully monitors the provision on offer for all pupils through lesson observations, work scrutiny, planning, pupil interviews and analysis of pupil progress data.

Annual Review meetings are held for pupils with an EHCP where reports from the school, parents, the pupil and any outside agencies, are considered. Parents are again invited to these meetings.

The LA monitors provision an annual SAP (School Agreement Plan) meeting with the SENCo and Head Teacher.

The SEN Governor also makes regular checks on the schools' work by regularly visiting the school and meeting with the SENCo.

Training and resources

SEN is funded through the school's delegated budget. A very small number of children currently receive additional funding through the LA High Needs Block.

In order to maintain and develop the quality of teaching and provision to respond to all the strengths and needs of pupils, all staff undertake regular training and development.

The school's SENCo regularly attends the Sandwell SENCo network and the Smethwick SENCO network in order to keep up to date with all areas of SEND policies and the Code of Practise 2015.

Links to support services and other agencies

We work collaboratively with other agencies and organisations to put the pupil and their parents at the centre of our work. Support and advice from other agencies enables the school to meet pupil needs effectively. These agencies include the Educational Child Psychologist (ECP), Advisory Teacher for Learning Needs, Advisory Teacher for Social, Emotional and Mental Health needs, Complex Communication and Autism team (CCAT), Deaf and Hearing Impaired Service (HI), School Nurse, Occupational Therapists (OT), Speech and Language Therapist (SALT), Visually Impaired Service, Child and Adolescent Mental Health Service (CAMHS), plus any others we deem necessary.

Our aim is to raise the aspirations and expectations for all pupils with SEND and to remove barriers to learning for all children in our care.

Bearwood Primary Whole School Provision Map

Area of Need	Wave 1 Provision	Wave 2 Provision	Wave 3 Provision
Cognition and Learning	Differentiated curriculum planning Differentiated Read Write Inc Phonics Talk trios Twice daily Guided Reading Talk for Writing Use of writing Frames Ongoing contact with parents/carers Forest School (FS)	Phonics Workshops BRP Maths Surgery Group Support in Numeracy/Literacy Additional Phonics catch up Team Teaching Number Box/5 Minute Box Look, say, cover, write, check	Alphabet Arc Toe by Toe Hornet Phonics Stareway to Spelling Daily 1:1 phonics 1:1 with an adult Bespoke timetables/curriculum Precision Teaching
Communication and Interaction	Differentiated curriculum planning Language rich environment Talking pens/cans Contact parents Forest School Visual Timetable s	Little Bridge Additional small group support in class Phonic Workshops WELLCOMM Groups Now and Next Boards Visual prompts and symbols Makaton	1:1 Speech & Language programme Makaton Now and Next PECS
Social, Mental and Emotional Health	Have your say box Whole school behaviour/PSHE policies Circle Time Class Reward Systems Contact parents Forest School PALS	Additional small group support in class Home School Support Worker/Family Support Building Blox Sandtray Play Lego Play	Life Skills Group 1:1 LSP Support 1:1 Behaviour Trackers CAMHS PPE Team
Sensory and or Physical	Flexible Teaching arrangements Staff aware of implications of impairment Writing slopes Pencil grips Forest School & Family Forest	Fine motor activities Availability of additional resources	Use of specific resources and equipment Daily fine motor LSP support in PE