

St Bede C of E Primary Academy



SEND POLICY

At St. Bede CE Primary Academy, Governors and staff endeavour to meet the needs of those children with Special Educational Needs whilst ensuring that each child is encouraged to develop confidence in his or her abilities and to feel a valued member of the school 'family', where the teaching and learning, achievements, attitudes and well-being of every pupil matters. We actively seek and encourage the co-operation and involvement of parents in their child's education and strive to keep them well informed as an integral part of the school's approach to safeguarding. This document sets out our approach in brief. Please do not hesitate to contact the Head of School should you require further information.

The Code of Practice, May 2015, on Special Educational Needs gives the following definition of Special Educational Needs (SEN):

“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.”

Children have a Learning Difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age;
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority;
- c) are under compulsory school age and fall within the definition at a or b above or would do so if special educational provision was not made for them.

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 within their area;
- for children under two, educational provision of any kind.

Our objectives in SEN provision

Through our SEN policy the school Governors aim to meet the following objectives:

- To promote high standards, inclusion and equal opportunities;
- to have regard to Code of Practice when carrying out its duties toward all pupils with SEN;

- to monitor the attainment of all pupils in relation to the curriculum offered to facilitate the identification of children with SEN so that appropriate provision can be made at the earliest stage possible;
- to seek to ensure that a child with SEN has their needs met and that parents are notified of a decision by the school that SEN provision is being made for their child;
- to make known the needs of pupils with SEN to all who are likely to teach them;
- to ensure that teachers at St. Bede are aware of the importance of identifying, and providing for, those pupils who have SEN;
- to consult with the Local Authority and other outside agencies to help meet the needs of pupils who have SEN;
- to ensure that children with SEN are offered full access to a broad, balanced, and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum;
- to ensure that a pupil with SEN joins in the activities of the school together with pupils who do not have SEN, so far as is reasonably practical and compatible with the child receiving the SEN provision, their learning needs, and the effective education of pupils with whom they are educated and the efficient use of resources;
- where appropriate, to seek the views of the child and take these views into account;
- to recognise that parents have a vital role to play in supporting their child's education;
- to monitor the effectiveness of SEN provision including how funding, equipment and personnel resources are deployed at least annually, and report on the implementation of the school's policy within the context of the school profile.

Broad Guidelines

- A member of the Local Governing Body takes a special interest in the area of Special Educational Needs;
- the Head of School is responsible for the management of SEN provision. The SENCO has responsibility for the day to day operation of the policy;
- in its management of SEN the school will adopt the approach outlined in the SEN Code of Practice, May 2015. This is a model of action and intervention to help children with SEN;
- children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught;
- the class teacher will have responsibility for tailoring work to match the child's abilities. The SENCO will work closely with him/her to meet the child's needs;
- monitoring the progress of pupils with SEN is on-going. There is a meeting to review pupils' progress between Assistant Head of Schools and class teachers half termly, and a meeting between the SEN teacher and class teachers at least every term. The SENCO, support staff, teachers, parents, children and where appropriate the SEN teacher are also involved in reviewing One Page Profile targets and deciding on new areas for development;
- parents are kept informed and their views sought, usually within the context of the twice yearly parents meeting, so that there can be a close partnership for the benefit of the child. Parents are also invited to contribute to the setting of

new targets each term. Staff are happy to discuss their child's needs with parents at other mutually convenient times;

- the school develops contact with outside agencies so that their expertise can be used to support the work of the school;
- the school will monitor the absence of all pupils, including those with SEN and any concerns regarding attendance will be followed up in line with the attendance policy;
- staff and members of the Local Governing Body are encouraged to attend training on SEN issues;
- SEN provision is an integral part of the School Development Plan;
- regard will be taken of health and safety considerations in the implementation of this policy;
- the policy will be reviewed and evaluated annually.

Identification, assessment and provision for children with SEN at St. Bede

At the heart of the work of the school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes, and interests of the children. The majority of children will learn and progress within these arrangements. Assessment is seen as a continuing process. Assessment against the National Curriculum for each subject will enable the school to consider the individual child's attainment and progress against the expected levels for the majority of their peers. Ongoing observation and assessment through class teachers' monitoring, outcomes from baseline assessment and test results also alert staff to pupils who may have difficulties. Those children whose overall attainments, or attainment in specific subjects, fall significantly outside the expected range may have Special Educational Needs.

We closely monitor all children from entry into the school, and respond to information about a child's SEN that is identified before he/she starts at St. Bede. If a teacher has a concern about a child this will be raised with the parent so that, working together through Quality First teaching and target groups, the child's needs can be met and he or she can make adequate progress. We recognise the importance of early identification, assessment and provision for any child who may have SEN. The earlier action is taken, the more responsive the child is likely to be, and the more readily intervention can be made.

Teachers' planning should consider the kinds of options and the variety of activities available within the class setting to enable children to access the National Curriculum. Teachers' planning should be flexible in order to recognise the needs of all children as individuals, and to ensure progression, relevance, and differentiation.

The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:

- Setting suitable learning challenges;
- responding to pupils' diverse needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

For many children their difficulties will be resolved through differentiation and interventions within the class but some may prove less responsive to this provision. The key indicator of how well their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways. For example as progress which:

- Closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour.

Our approach to SEN at St. Bede:

If the class teacher and SENCO, in consultation with parents, decide that the child is not making adequate progress and needs help over and above that which is normally available within the class, then consideration should be given to helping the child through SEN provision. If it is decided that the child needs a level of intervention which is additional to or different from those normally provided then the child will be placed on the SEN register as requiring SEN provision.

Action to meet pupils' SEN tends to fall within four broad strands:

- Assessment, planning and review;
- grouping for teaching purposes;
- additional human resources;
- curriculum and teaching methods.

Relating action to Special Educational Needs:

- Strands of action need to be organised so that progressively more powerful interventions can be used to meet increasing need or so that the range type and intensity of interventions can be reduced as a child makes adequate progress;
- the range, type and intensity of interventions can be used to meet increasing need;
- the actions may be appropriate for SEN provision, for existing statements of Special Educational Needs or for those children with Education, Health and Care Plans (EHCPs);
- for most pupils, extra help will be provided in the classroom, managed by the class teacher. Where it involves spending some time outside the ordinary classroom, it will be in the context of the inclusive curriculum.

Additional support for the child might take the form of:

- Different learning materials or special equipment;
- introduction of some group or individual support from the SENCO, SEN teacher, or teaching assistant;

- devotion of extra time for staff to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training;
- one-off or occasional advice on strategies or equipment or staff training from external agencies.

SEN provision

Triggers for intervention could be the teacher's concerns or those of other members of staff, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly to a child's identified area of weakness (cognition and learning);
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas (cognition and learning);
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school (social, emotional and mental health difficulties);
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment (sensory and/or physical needs);
- has communication and or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum (communication and interaction).

The SENCO must ensure that parents are informed that their child is to receive Special Educational Provision because the child has SEN. The nature of any additional help should be decided on the basis of available information about the child collected by the class teacher, SEN teacher and the SENCO, and contributing information from parents and any external agencies.

Support for children may take the form of teaching time from the SEN teacher or extra support from a classroom assistant.

The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. A One Page Profile with IEP targets will usually be devised by the class teacher, with support from the SENCO. The One Page Profile/IEP will record only that which is additional to or different from the normal differentiated curriculum.

Parents should always be consulted and kept informed of any action to help the child, and the outcomes. Parents will receive a copy of their child's One Page Profile/IEP and have the opportunity to discuss it with the class teacher and/or SEN teacher at parents' evenings twice in the year. Parents can also arrange to discuss it and their child's progress with them at any mutually convenient time. Where appropriate progress, and their One Page Profile/IEP, will be discussed with the child.

At St. Bede we have graduated the provision received by SEN children. In consultation with the class teacher, SEN teacher and support staff, those children who are still failing to make the desired progress will be identified. As a result they will access intervention groups with a classroom assistant or teacher. The activities provided

within these groups will be planned and monitored by the class teacher to enable the child to meet their targets.

If a child does not make adequate progress despite carefully monitored interventions a request for help from external services is likely to follow. The external support services will usually see the child in school if that is appropriate and practical. They can then advise teachers on new One Page Profiles/IEPs with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for practical activities. The external support services will normally need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The SENCO will take the lead in any further assessment of the child, planning further interventions for the child in discussion with colleagues, monitoring and reviewing the action taken. The parents will be kept informed.

External support services that may become involved with a child could include: Ladywood Outreach Service, Educational Psychologists, Nurture Therapists, Child and Adolescent Mental Health Services, Occupational Therapists, Physiotherapists, Hospital Psychologists, Speech and Language Therapists, Medical Services, Family Support Services.

School requests for an Education, Health and Care Plan (EHCP)

If any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success, and alternatives have been tried, then the school, in consultation with parents and external agencies, may make a referral to the Local Authority for a formal assessment of the child's SEN, in the form of an EHCP. Whilst the Local Authority is considering the referral and whilst any subsequent statutory assessment is being made, the child should be supported through SEN provision.

The school will submit the referral for an EHCP to the Local Authority and provide the necessary evidence to support this referral. Referrals for an EHCP will be considered and initiation determined by a multi-agency panel. This will consist of Local Authority, educational settings, health, and social care representatives. The panel meet at regular monthly intervals throughout the academic year.

The panel will determine, on the evidence submitted by the educational setting, if the child/young person's needs require initiation of an EHCP. An EHCP will be awarded when a child/young person's learning difficulties:

- Have not responded to relevant and purposeful measures taken by the school and external specialists;
- may call for special educational provision which cannot reasonably be provided by the school.

If the panel do not agree that an EHCP is required, this will be fed back to the school with the reasons for this decision.

If an EHCP is awarded the Local Authority must check the child's progress (at least once a year) and make sure that the plan continues to meet his or her needs. This is

done through a person-centred review to which all those involved with the child's education are asked to contribute, including the parents and the child. The school will endeavour to support and advise parents throughout this process.

Roles and Responsibilities in SEN Provision

Local Governing Body

The Local Governing Body should, in co-operation with the Head of School, determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work, monitor the school's work on behalf of children with SEN, and report to parents on the school's SEN policy.

Head of School

The Head of School has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN. The Head of School should keep the Local Governing Body fully informed and also work closely with the SENCO.

Teaching and support staff

Staff should be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.

Parents

Partnership with parents plays a key role in enabling children with SEN to achieve their full potential. Parents are told when a child is first identified with SEN and are told about the Parent Partnership Service delivered by the Local Authority. We aim to keep parents involved in the school – based response for their child, and to ensure they understand the purpose of any intervention or programme of action.

Parents have a legal duty to make sure that their child receives a suitable education. In working with schools they should communicate regularly with school staff and alert them to any concerns they have about their child's learning or provision, and fulfil their obligations under home – school agreements which set out the expectations of both sides.

As soon as parents feel that their child may have a SEN and may need different arrangements to be made for them, they should discuss the matter with the school. The school should listen to, and take parents' views and concerns into account when considering any intervention. Where a child is provided with any additional or different intervention parents can play a part in the processes of planning and reviewing their child's One Page Profile/Individual Educational Plan. They can also help the school in implementing SEN provision, for instance by helping their child with any programmes to be followed at home.

If parents feel their child needs more help than the intervention available through SEN provision they have the right to seek an assessment of their child's needs (EHCP) through their Local Authority. Where school decides to seek an assessment, parents should help by providing the necessary information.

The Local Authority has arranged for an independent Parent Partnership service to provide information and advice on SEN matters to the parents of children with SEN in Bolton. Contact details can be obtained from school.

Role of the SENCO

Mrs Dring is our Special Educational Needs Coordinator. She will be happy to provide any additional information. Parents can see her by arrangement.

The SENCO has responsibility for:

- Overseeing the day to day operation of St. Bede's SEN policy;
- co-ordinating provision for children with SEN;
- liaising with and advising fellow teachers;
- managing learning support assistants;
- overseeing the records of pupils with SEN;
- liaising with parents of children with SEN;
- contributing to the in-service training of staff;
- liaising with external agencies including the Local Authority's support and educational psychology services, health and social services, and voluntary bodies.

Admissions

The school will consider applications from parents of children who have Special Educational Needs but no Statement or EHCP on the basis of the school's published admission criteria. Such children will be considered as part of the normal admission procedures.

Those with a statement of SEN and the school is named will be allocated a place ahead of any other offers being made.

For in year admissions a child with a statement will be admitted even if it would take the school above their published admission arrangements or above the infant class size limit.

The curriculum for children with SEN

Children with SEN are taught normally within their class unit, following a balanced and broad-based curriculum, including the National Curriculum. Activities and the level of adult support may be differentiated to facilitate curriculum access. Sometimes children may receive one to one support, work in a small group of children of similar ability, work in mixed ability groups. If they are withdrawn from the classroom, principles of inclusive education will be followed.

Children with SEN are encouraged to join in the full range of school activities, curricular and extra-curricular, as long as this does not put at risk either their health and safety or that of others, or affect the effective education of their peers or efficient use of resources.

Links with other schools

When children transfer from other schools or nurseries to St. Bede the school takes careful note of information sent, including that relating to Special Educational Needs. The school maintains curricular records on all its pupils including those with SEN. When a child leaves St. Bede, these records are passed on to the receiving school so as to ensure continuity and progression in a child's learning. For children with SEN the record will also include background information collated by the SENCO, copies of One Page Profiles/IEP's and any statement of SEN or EHCP.

Before a child with SEN transfers to secondary school the school liaises with the secondary school's Special Educational Needs department so that individual needs can be met. In the case of a child with a statement or EHCP this may take the form of a meeting between the child's parent, and SENCOs from the two schools.

A parent may inspect his or her child's records. A request should be made in writing to the Head of School. A response to this request will be made within 15 school days.

Resourcing Special Educational Needs at St. Bede

The school arranges training for teaching assistants and support teachers in SEN. Advisory support from external agencies is used to support the SENCO in carrying out assessments on pupils, offering advice on future strategies to aid pupil progress and planning appropriate programmes. In addition, teaching time is allocated specifically to children with SEN, according to their need, where they receive small group or individual support from either the SEN teacher, or other teaching staff, or a classroom assistant. This may consist of working with children in the classroom or in withdrawal groups, as appropriate. Where it involves spending some time outside the ordinary classroom, it will nonetheless be in the context of the inclusive curriculum.

SEN also receives an annual allocation from the school's budget for the purchase of resources.

Training

The co-ordinator attends courses to further her expertise in this area and reports back to staff as appropriate. All teaching staff are encouraged to attend courses to aid their personal professional development. SEN will, from time to time, be a particular focus for whole school development within the context of the school's development plan and training may be delivered to all staff by either the SENCO or experts from external agencies.

Staff may attend in service training either provided within school or by an outside trainer. This might be on the basis of an identified whole school need, or that of an individual.

External agencies

The school has developed links with a number of services to support work with children with SEN as is appropriate for the needs of the child. Parents are consulted before external agencies are involved.

Learning support services may be asked to offer advice on the best way to provide for a child's SEN, to carry out assessments on a child, or to work directly with a child or teaching staff. Staff can borrow resources from these services and staff are

encouraged to attend their training courses. There is a close working relationship with the Educational Psychologist who advises us on children with SEN.

Additionally the school can call on the services of other experts such as teachers for the hearing or visually impaired, speech therapists, physiotherapists, educational social workers etc. The school nurse visits school regularly and is available for parents to discuss any concerns.

Accessibility

See separate accessibility policy.

Evaluating our provision

The Governors evaluate the effectiveness of the school's SEN policy each term. They evaluate the effectiveness of the school's provision against its objectives through reference to the Head of School's reports.

Evaluation will examine how the school identifies, assesses and provides for pupils with SEN including:

- How personnel are being deployed to support pupils with SEN;
- funding for equipment for pupils with SEN and what it has been used to purchase;
- any building adaptations;
- staff training;
- the use made of external support services and agencies.

In addition Governors monitor the effectiveness of our provision through reference to:

- The numbers of pupils moving on and off the register;
- the programme of termly SEN reviews;
- the progress made by pupils with SEN as evidenced by test scores such as end of Key Stage 1 and 2 SATs.

The Local Authority also monitors the effectiveness of provision annually.

Complaints

Parents who have a complaint about the school's policy with regard to SEN should contact the Head of School. Should the matter not be resolved they should contact the school's Local Governing Body through the curriculum complaints procedure, a copy of which can be obtained through the Head of School.

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.

Please see Related Policies: Admissions Policy; Single Equalities Policy; Accessibility Policy