

Policy on Assessment of Provision for Pupils with Special Educational Needs and Disability (SEND)



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Aims and Objectives

At Bewick Bridge we are determined to meet the educational needs of all our pupils and place emphasis on raising the achievement of all children.

Some pupils will, permanently or from time to time, have a significantly greater difficulty in learning than the majority of children of their age. Some may have disabilities, which prevent or hinder them from making use of the facilities provided for our pupils. We will give these pupils individual consideration and make reasonable adjustments, working in partnership with home, school or other agencies as necessary.

The governor's intention is that the needs of all pupils, including those with SEND, are met as soon as possible after entry to the school. All pupils, whether they have SEND or not, must have an equal opportunity to participate in the broad and balanced curriculum of the school (including the National Curriculum) and all activities. Pupils with SEND will be encouraged to become independent and take responsibility within the school.

Everyone in the school community, governors, staff, pupils and parents, have a positive and active part to play in achieving this aim:

- **Governors** – by fulfilling their statutory duty to pupils with special educational needs, by establishing a policy which has regard to the Code of Practice on the identification and assessment of special educational needs. There is a named Governor for Special Educational Needs within the school.
- **Staff** – by acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils, by working in partnership with the Special Educational Needs Co-ordinator (SENCo), pupils, parents and other agencies and by participating in appropriate training.
- **Pupils** – by having their wishes about their own needs regularly sought, carefully considered and by being involved in the planning for their education and by all pupils treating their peers with respect.
- **Parents** – through consultation, communication and by working in partnership with the school and external agencies to help meet their child's needs.

Bewick Bridge uses the Graduated Response approach to provide help for pupils with special educational needs as stated by the Code of Practice (2014).

Basic Information

Roles and responsibilities

- Headteacher – Alison Clarke
- Special Needs Co-ordinator – Kim Gregory
- Special Needs Governor – Chris Meddle

The Headteacher – has overall responsibility for management of the policy, for assessment and provision for pupils with special educational needs and for keeping the governors informed. Any complaints about general or specific provision will be referred to the Headteacher in the first instance.

Admissions Policy

The agreed admissions policy of the governors makes no distinctions as to pupils with special educational needs. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school.

In the case of pupils with an Education, Health and Care Plan, the Special Educational Needs Co-ordinator will work closely with the LA named officer in coming to a decision about the most appropriate provision for the child. No pupil can be refused admission solely on the grounds that she/he has special educational needs.

The Special Educational Needs Co-ordinator and/or the Headteacher will work closely with the Special Educational Needs Co-ordinator of feeder/nursery schools in coming to a decision about the most appropriate provision for pupils with special educational needs. The Special Educational Needs Co-ordinator will work with health visitors, and with local playgroups where the need arises.

Liaison

Continuity of provision is an important aspect of our special needs work, not only within the school but also between schools. Before children join our Foundation Stage classes, the class teachers make contact with pre-schools/ nurseries to discuss individual children. Parents and children are invited to visit the school during the summer term prior to their starting and attend stay and play sessions and come for lunch with their parents. There are also information evenings for new parents, where there are opportunities to discuss educational and welfare concerns between

professionals and families. Early Years Foundation Stage staff also visit the children and their parents at home.

Before children move on to their secondary school, there are transition days. There are additional visits arranged for the children with SEND and their parents. At these the children with SEND are offered the opportunity to visit the Special Needs departments and meet key staff. Opportunities are taken to work with the children, discuss any concerns, and to meet with parents prior to transfer. Where possible, the SENCo from the secondary school is invited to attend Secondary Transfer Annual Reviews during Year 5. This good practice is also followed whenever a child with SEND transfers to or from our school.

Special facilities

It is possible for children with mobility difficulties to attend Bewick Bridge. Foundation and Key Stage 1 are largely accommodated on the ground floor.

Key stage 2 is largely housed on the first floor of the new building. This is accessible via 2 sets of stairs. There is also a lift. We have disabled toilets and shower facilities.

Allocation of resources

At the meeting of the Governing Body which approves the budget, the Governors with responsibility for Finance will draw the attention of governors to the amounts delegated to the school by the LA under special needs headings and to the amounts allocated for special needs in the proposed school budget. The governors require the Headteacher and Special Educational Needs Co-ordinator to ensure that optimum use is made of resources.

In-service training of staff

In drawing up the staff development and training programme, the Headteacher and SENCo will give consideration and appropriate priority to the needs of all staff with regard to special educational needs, this in-service training will be reported to governors.

The Graduated Response and Provision

Bewick Bridge has adopted the Code of Practice's (2014) graduated response procedure for the identification of provision for pupils with special educational needs.

Access to a broad and balanced curriculum, including the National Curriculum, is to be achieved through careful differentiation of class work by the class teacher. Through careful planning the teacher will define what the child is expected to learn. Once the learning objective is defined, the class teacher can seek advice from the Special Educational Needs Co-ordinator on strategies, which might be used to help

the child with SEND achieve the learning objective. It is always the responsibility of the class teacher to assess whether the objective has been achieved.

The Special Educational Needs Co-ordinator will work closely with teachers on identifying SEND needs and sharing essential information, e.g., that a child has a medical condition, or a child requires treatment or management different from that normally given to other pupils. The Special Educational Needs Co-ordinator will ensure that all that are likely to come into contact with the child are appropriately informed and kept up to date with any changes.

Bewick Bridge follows county guidance on the identification of special needs according to the graduated response as laid out in this policy. The school ensures that the Special Educational Needs Co-ordinator, who in turn is supported by appropriate training, supports teachers in identifying children with SEND or those who are underachieving.

The Graduated Response is as follows

1. In-class differentiation

Children's needs are met by a differentiated curriculum ensuring they are progressing at appropriate level for the individual. This is managed by the class teacher.

2. Interventions

Children may be identified as underachieving in a particular area or is showing a lack of progress. In these cases they will be monitored closely and their progress tracked. It may be decided that they require additional support in the short term in the form of a 'booster' intervention. This intervention is additional to the day to day differentiation in class by the class teacher. This may be carried out by a specialist teacher or a Teaching Assistant; however, the class teacher is still responsible for working with the child on a daily basis.

For these children, the SENCo will monitor progress and ensure that the correct intervention is being used.

The SENCo, as part of the SLT, meet with each class teachers, at half termly Pupil Progress meetings. At these meetings, children who may be at particular risk of underachieving in an area or showing lack of progress are identified and strategies and interventions to support their accelerated progress in a particular area are decided upon. These children are added to the schools Provision Map and their progress over the course of the intervention is closely monitored.

In addition to English and Maths interventions, Bewick Bridge also run interventions to meet the needs of children with emotional wellbeing and mental health difficulties which may impact on or act as a barrier to their progress and attainment in other areas.

The impact of a strategy will then be reviewed at the next Pupil Progress meeting with class teachers.

3. SEND Support Plans

If a child fails to make expected progress in spite of focussed and intensive booster support, then the impact of the booster will be reviewed and further refined support decided upon by the class teacher in consultation with the SENCo. At this point, this will be recorded on a SEND Support Plan (formerly an Individual Education Plan or IEP) In these instances, a child will be placed on the special needs register. This will be done in partnership with the parents, who are invited to contribute their insights into their child's difficulties. Progress made towards achieving targets will be reviewed termly with parents, and new targets set. Teachers will follow the cycle of Assess, Plan Do and Review.

4. Request for specialist teacher support and advice

At times, it may be necessary that a child requires specialist support from an outside agency. This will happen in consultation with parents or careers. This may occur if the child:

- makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- shows continued signs of difficulty in developing literacy or mathematical skills that result in poor attainment;
- presents persistent emotional wellbeing or mental health difficulties which are not improved by behaviour management techniques usually employed by the school.
- has sensory or physical difficulties, and continues to make little or no progress despite the provision of specialist equipment and/or reasonable adjustments to the classroom environment/curriculum;
- has communication and/or interaction difficulties, and continues to make little or no progress or is experiencing difficulties with social interaction with his peers despite the provision of a differentiated curriculum and intervention supporting social skills.

Where a child's needs are identified as being complex and they have failed to make expected progress, despite the focussed efforts of the school, an Early Help

assessment may be started. This form summarises all relevant information regarding the child's special educational needs, current functioning, strategies used so far and parental views. This form can then be shared, with parental permission, with multiple external agencies. For an EHA, there is a lead professional, which may be the SENCo, who is responsible for co-ordinating and leading a Team Around the Family (TAF).

5. Request for Education, Health and Care Plan

It may be decided that a request for an Educational, Health and Care plan needs to be made, for the child to progress and access the curriculum in school. This may be because, despite having a SEND Support Plan and having accessed specialist advice and support from external agencies, and focused support having been implemented as a result, the child;

- Continues to make little or no progress in specific areas over a long period of time;
- Continues working at National Curriculum levels substantially below expected age related levels;
- Continues to have difficulty in developing English and Mathematical skills;
- Has emotional wellbeing or mental health difficulties which substantially and persistently interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme or other pastoral support;
- Has sensory or physical needs that requires additional specialist equipment or Specialist Teacher/Teaching Assistant support or regular advice or visits by a specialist service;
- Has on going communication or interaction difficulties that impede the development of social relationships, and cause substantial barriers to learning.

In these cases, external agencies and professionals will work together with school and parents to complete at least two cycles of **Assess, Plan, Do, Review**. The SENCo will be responsible for collecting and collating all the evidence, which when complete, will be submitted to the local authority. They will then consider the need for statutory assessment and, if appropriate, request further assessments from Educational Psychology Service or Community Paediatrics etc. Upon completion of

all assessments, all the evidence will be presented to the local authority panel and they will make a decision.

6. Educational Health and Care Plan

Where a child has had an Education, Care and Health plan agreed, the actions and targets to be met will be agreed by all relevant adults involved with the child. The Education, Health and Care plan will then be written following Local Authority Guidelines, and resources allocated accordingly. Once it is implemented in school the SENCo:

- Is involved in any further assessments of the child;
- Plans future interventions for the child in discussion with colleagues and parents;
- Monitors and reviews the action taken.
- Arranges and attends an annual review to ensure the child needs are reviewed and changed if necessary.

A child's progress is monitored carefully during each step of the graduated response by the child's class teacher together with the SENCo, parents and, if appropriate, external agencies. The child's needs are then catered for under the correct response phase.

Areas of Special needs

Following the new code of Practice 2014, the four categories of Special Educational Needs are:

- Cognition and Learning
- Speech, language and communication
- Social, emotional wellbeing and mental health
- Sensory and physical

Children's needs may fall into one or more of these categories.

Procedures for informing School and SENCo of Special needs concerns

All children's progress is monitored in school half termly in line with the assessment policy. This will alert class teachers and the SENCo to children who may need to follow the graduated response. At any time, parents and carers may also draw attention to concerns regarding a child's progress, to the class teacher or SENCo

Working in Partnership with Parents

Bewick Bridge values working in partnership with all parents. We will seek to involve parents in all decisions about their children. The views of parents will be sought at all stages of assessment and provision. No decision will be made about assessment or provision without seeking the views and permission of the parents. All communications involving decisions will be recorded. The school will keep records of all who are parents and/or have parental responsibility for each child. When this involves adults in more than one household, we will deal directly with the parent who has day-to-day responsibility for the child.

Parents will be informed about the Parent Partnership Service (SENIDASS)

Pupil Participation

The whole school ethos of the Bewick Bridge encourages and supports pupil participation. We ensure access for all pupils to all the activities within the whole life of the school. Children will, where appropriate, be involved in setting, monitoring progress and reviewing targets suggested at the termly meeting. Children will also be encouraged to contribute to the Statutory Assessment Process through Annual Reviews.

Children will be encouraged to participate in all decision-making processes that occur in education, knowing that they will be listened to and that their views are valued.

The Role of the SENCo

The role and responsibilities of the SENCo are as follows:

- **Overseeing**
 - Operation of the school's SEND Policy
 - Records of all pupils with SEND
- **Co-ordinating SEND provision**
- **Advising and liaising with fellow teachers**
- **Liaising with:**
 - Parents and pupils with SEND
 - External agencies
- **Managing Teaching Assistants**
- **Monitoring quality of delivery and impact of interventions**
- **Contributing to in-service training of staff**
- **Determining the strategic development of SEND policy and practice**
- **Developing effective ways to overcome barriers to learning**
- **Monitoring quality of training**

- Setting targets for improvement to be included in the School Improvement Plan/ Termly Operational Plan

Complaints

Bewick Bridge places a very high priority on identifying and meeting the special Educational needs of its children. Staff endeavour to work very closely with parents and communication usually reflects our positive partnership ethos.

However, Bewick Bridge does have an official complaints procedure, which is available from the office, or can be found on the school's website. If you have any complaint about the special educational needs provision for your child, or about special educational needs provision generally, please speak to your child's class teacher in the first instance, or to the SENCo/Headteacher, or to any member of the governing body. If you speak to a governor, he/she will, in the first instance, refer the matter to the Headteacher. Your complaint will then be investigated and you will be contacted.

Evaluating Success

The governors will evaluate the success of this policy of the school by enquiring how effectively pupils with special educational needs participate in the whole curriculum and all activities.

The governors will wish to be informed about the following success indicators:

- The culture, practice, management and deployment of resources ensuring that the needs of all children are met;
- The early identification of a child's SEND;
- The exploitation of best practice when devising interventions;
- The wishes of the child taken into account;
- Educational professionals and parents working in partnership;
- Regular reviews of interventions for each child;
- The effectiveness of the Graduated Response procedure in meeting needs;

The governors' observations on the above matters will form the basis (together with the legally required financial information) of the special needs section of the annual report to parents.