

Bedgrove Infant School

Believe



Inspire

Shine

Special Educational Needs and Disability (SEND) Policy

Lead committee: - Curriculum Committee

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BEDGROVE INFANT SCHOOL MISSION STATEMENT

Believe Inspire Shine

Believe.....

At Bedgrove Infant School we believe that everyone can succeed. We believe in developing the whole child and we strive to enrich and nurture their individual talents and needs. We believe that, if you believe in yourself and others, anything is possible.

Inspire

The children inspire us to strive to achieve our best, so that we can inspire them to reach their full potential. We inspire through our teaching, environments and provision so children become well-rounded individuals. We want to inspire a life-long love of learning in the children, staff and community.

Shine

Bedgrove children, staff and community members endeavour to support children to shine and be the best they can. Our children will shine with confidence and self-awareness to light the path for a bright and successful future.

Compliance

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

- Equality Act 2010: advice for schools DfE Feb 2013
- 2014 Children and Families Act
- SEND Code of Practice: 0 to 25 (June 2014)
- Schools SEN information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- National Curriculum in England Key Stage 1 and 2 Framework document (Sept 2013)
- Bedgrove Accessibility Plan
- Teachers Standards 2012
- NASEN: Updating SEN Policy for Schools (2014)

This policy has been developed by the Special Educational Needs and Disability Co-coordinator (SENDCo) in liaison with the SLT and SEND governor.

All staff, governors and parents of the school have been consulted before final publication. A SEND folder has been created on the school website for ease of access to all SEND information for parents.

INTRODUCTION

At Bedgrove Infant School we aim to provide an inclusive education in which all children are encouraged to aspire to their full potential. Quality teaching is an essential element in this, along with the recognition that some children will require additional or adapted provision to minimize barriers to learning and maximise progress.

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The progress of every child (including those with SEND) is primarily the responsibility of the class teacher. The class teacher is supported by the SENDCo and the SLT. LSAs are also employed to support teachers in nurturing children and delivering teacher-lead/specialist-lead programs of study.

The SEND policy will be reviewed alongside the following policies: Teaching and Learning, Behaviour, Accessibility, Safeguarding, Managing Medicines and Medical Conditions and The Equality Policy.

Provision for children with SEND at Bedgrove is overseen and managed by the SENDCo who holds the National Award for SEN Co-ordination. Issues are raised under a fixed SEND agenda item during weekly planning, preparation and assessment (PPA) sessions, which involve all year group teachers. Staff, teaching assistants and Learning Support Assistants (LSA's) are also provided with updated SEND information at monthly staff meetings. In addition, the SENDCo contributes to the termly Headteacher's report to governors with updates on numbers of children in school on SEND Support Plan and Education, Health and Care (EHC) Plans, current intervention programmes and their impact on pupil progress. SEND attainment data is also provided, with an analysis of findings.

DEFINITIONS

Definitions of special educational needs and disability (SEND) are taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them over and above the level and nature of general support given to all pupils.

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;
- b) 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.

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.

AIMS

The aim of the Bedgrove Infant School Policy is to ensure that all children are fully included in the life of the school and aspire to reach their full potential; as barriers to learning are readily identified and minimised.

Objectives to achieve this aim:

- Work within the guidance provided in the SEN code of practice 0-25 years (June 2014)
- Operate a 'whole pupil', 'whole school' approach to providing for all children.
- Ensure all children have equal opportunity to participate in the full curriculum and general life of the school; and have their successes equally celebrated.
- Ensure Quality First Teaching, with appropriate differentiation, is a priority in all classes.
- Identify barriers to learning as early as possible and take appropriate action quickly.
- Provide appropriate support, advice and training for all staff working with pupils with SEND.
- Work collaboratively as a team, taking all views into account, including those of the child, parents, SENDCo, teachers, learning support assistants (LSA's) and any other professionals involved e.g. educational psychologist, speech and language therapist, occupational therapist, cognition and learning team, specialist teacher, doctor, social worker We acknowledge that a significant proportion of children will have special educational needs at some time in their school career. Many of these children may require help throughout their time in school, whilst others may need a little extra support for a short period, to help overcome more temporary needs.

Bedgrove Infant School aims to provide all children with strategies for dealing with their needs, within a supportive environment, and to give all children meaningful access to the National Curriculum.

In particular, we aim to:-

- enable every child to experience success;
- promote individual confidence and a positive attitude;
- give children with SEND equal opportunities to take part in all aspects of the school's provision;
- involve parent/carers in planning and supporting at all stages of their child's development;
- work collaboratively with parents, other professionals and support services including the Educational Psychology Service;
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

OBJECTIVES

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 Special Educational Needs and Disability (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.
- work within the guidance provided in the SEND Code of Practice 2015

The Government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on March 13th 2014 came into force on 1st September 2014. A new SEND Code of Practice accompanied this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/childsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Buckinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

BROAD AREAS OF NEED

The SEND Code of Practice: 0-25 Years (July 2014) identifies four main areas of need. Children may have needs which fall into one or more categories, and these may or may not be inter-related.

Communication and Interaction

Children with speech, language and communication needs (SLCN). These children may have difficulty:-

- saying what they want to;
- understanding what is being said;
- not understanding or using social cues of communication.

Children with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have:-

- social interaction difficulties;
- language difficulties;
- Communication difficulties.

Cognition and Learning

Children who are learning at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs:-

- moderate learning difficulties (MLD);
- severe learning difficulties (SLD) – likely to need support in all areas of the curriculum with associated difficulties with mobility and communication;
- profound and multiple learning difficulties (PMLD) – severe and complex learning difficulties as well as physical or sensory impairment.
- Specific learning difficulty (SpLD), including dyslexia, dyscalculia and dyspraxia

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties. They may be: -

- withdrawn or isolated;
- displaying challenging, disruptive or disturbing behaviour;
- experiencing anxiety or depression, self-harming or substance misuse;
- eating disorders, physical symptoms that are not medically explained;
- disorders in attention deficit (ADD), attention deficit hyperactivity (ADHD) or attachment disorder (AD).

Sensory and/or Physical Needs

Children who require special educational provision because they have a disability. These difficulties can be age related and may fluctuate over time:-

- vision impairment (VI);
- hearing impairment (HI);
- multi-sensory impairment (MSI) – could be vision *and* hearing;
- physical disability (PD) – additional ongoing support and equipment access.

It is important to note that the purpose of identification is to work out what action the school needs to take, not to fit a child into a category; but to help the school, and other professionals, decide what actions needs to be taken to provide appropriate support for that child

At Bedgrove, when planning support, we will always consider the needs of the *whole* child, not just their SEND in isolation.

“In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, in particular sensory requirements.”

(DfE SEND Code of Practice January 2015: p97:6.27)

The school is very aware that the following factors may impact on progress and attainment and will be considered, but that they are not a definitive indication of SEND

- disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current disability and equality legislation – these alone do not constitute SEND);
- attendance and punctuality;
- health and welfare;
- English as an additional language (EAL);
- being in receipt of Pupil Premium Grant;
- being a Looked After Child;
- being a child of a serviceman/woman.

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 (refer to the School’s Behaviour Policy on the website www.bedgroveinfantschool.co.uk)

“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 January 2015: p96:6.21)

IDENTIFICATION

Bedgrove Infant 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.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from the LSA's or specialist support staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEN. (Additional intervention and support cannot compensate for a lack of good quality teaching.) At Bedgrove Infant School, the quality of teaching for all pupils, including those at risk of underachievement, is regularly and carefully reviewed. This includes reviewing and, where necessary, providing training to improve, teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEND most frequently encountered.

SEN Support Plans

If a pupil is identified as having SEN, a SEN Support Plan (SSP) is put in place to document and facilitate the effective implementation of special educational provision, which focuses on the removal of barriers to learning. In line with the Code of Practice, Support Plans are reviewed at least three times a year. They are shared with the child and their parents; and may be amended following consultation.

Support takes the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited and refined/revised, with a growing understanding of the pupil's needs and what works well for them. This is known as the **'graduated approach'** which works rather like an upward spiral.

All teachers use ongoing formative and summative assessments of children to measure progress and performance against National Age Related Expectation of attainment for a child of comparable age. Where a child's progress or attainment gives cause for concern a graduated approach will be applied.

Graduated Approach

The graduated approach follows a cycle of 'Assess, Plan, Do, and Review'.

Assess

In identifying a child as needing SEN support, the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This will be based on routine formal and informal teacher assessment, teachers' experience of the pupil, previous progress and attainment, the views and experience of parents, the pupil's own views, and, if relevant, advice from external support services.

Plan

If it is decided that SEN provision is necessary, the pupil will be formally recorded on the SEN register and a SEN support plan will be drawn up, based on the assessments and views of all those cited above. The support plan, will clearly state the teaching strategies, interventions and/or adjustments which will be put into place, alongside the outcomes for the child. This will be shared with the parents and child, as well as, all teaching, specialist and support staff involved.

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

The plan is put into action. The class teacher remains responsible and accountable for working with the child on a daily basis. Where the interventions or support strategies involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil; working closely with any LSA's or specialist staff, to ensure support and interventions are carried out effectively and linked to classroom teaching.

It is also expected that, where appropriate, parents will become involved in reinforcing and/or contributing to progress towards the stated outcomes at home.

Review

The effectiveness of the support strategies and/or interventions is measured against the desired outcomes set at the planning stage and documented on the support plan. This is shared with the child and parents. It then feeds back into an analyses of the pupil's current needs so a new cycle of 'Assess, Plan, Do and Review' begins.

Specialist staff may be involved at any stage and this will depend on individual circumstances. The school can ask for general advice from external agencies dealing with specific difficulties, or an in-depth individual assessment, if tried strategies have not been successful. The professional involved will then advise the school on how best to help the child and decide on the level of involvement required of them.

Parents will always be consulted before specialists from outside the school become involved in working directly with their child.

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 teacher, with support from the SENDCo, will plan how further to address the child's need, implement the plan and assess its impact again. The graduated response of assess, plan, do, review will continue in this way, referring to the SENDCo and external professionals if necessary.

Statements of SEN/Education, Health and Care Plan

Under the new SEND Code of Practice, from September 2014, Statements of SEN are being replaced with Education, Health and Care Plans (EHCPs). This move encompasses a more multi-professional approach dealing with the whole child. If a child currently holds a statement of SEN, provided it is judged that the level of support offered by an ECHP is appropriate (the vast majority of cases), a conversion review will be held and an EHCP issued by the Local Authority (LA). As the LA does not have the capacity to convert all statements at once, they will be done on a rolling programme, over a three and a half year period.

An EHCP (or statement, in the past) is, in many cases issued before a child starts school to address a profound, severe or complex needs requirement. However, in a very small number of cases the LA may be requested to make a statutory assessment of a child whose high level needs only become apparent as he or she develops; and who has not made sufficient progress, despite the school having taken relevant and purposeful action to identify and meet those child's needs. Assessments are a lengthy and relevant process requiring detailed information and evidence from all the involved parties, parents, teachers and other external specialists gathered over a period of time. Once all the evidence is gathered and presented, a decision as to whether to issue an EHCP is made by the LA in no more than 20 weeks.

An EHCP is specific to particular needs(s) and designed to meet clearly defined objectives or 'desired outcomes' for the child. The LA provides additional resources to help reach these objectives/desired outcomes. ECHPs are formally reviewed at least annually. Parents and any agencies involved are invited to these meetings, which are also attended by the class teacher; any LSA's working with the child and the SENDCo. Everyone's views are listened to and taken into account. Discussion centres on an analysis of progress, the provision which is in place and any revisions which need to be made.

Most children with an ECHP will also have a Multi-Agency Provision Plan (MAPP) to set and monitor short term targets/desired outcomes. These are drawn up at multi-agency meetings by all those involved in working with the child and are regularly reviewed. They are shared and discussed with parents/carers and the child, whose views are valued and taken into account.

Some pupils being supported individually by a LSA may require more frequent communication with the parent/carer, in which case, a communication diary may be used.

Application for Top Up Funding

If the school feels it is unable to fully meet the special educational need of a pupil through its own provision arrangements, yet the child does not meet the criteria for an EHCP, an application can be made to the LA for 'Top Up Funding'. This is short-term additional funding for up to two years to provide additional support. Evidencing a case is lengthy and intensive process requiring detailed information from all involved parties (parents, teachers and other external specialists) gathered over a period of time. At the very least, the school must demonstrate that the pupil requires more than 13.5 additional supports per week.

In class support

All pupils identified as having SEND are treated equally and given access to an appropriate curriculum. Within lessons, it is the teacher's responsibility to differentiate learning.

Pupils with ECHPs are supported in class according to the requirements of their ECHP. Any additional adult support provided for by the ECHP, or otherwise, is carefully managed to ensure that it is effective, but not unduly intrusive, so that the child is included within the class as much as possible and develops skills of independence as appropriate.

Interventions

Outside agencies recommend and monitor the use of various intervention programmes for the children they work with. These may be delivered by the class teacher, an LSA, the specialist themselves or, most usually, a combination of these.

Additionally, Bedgrove Infant School uses a variety of interventions for children on various levels of SEN support. They are delivered to small groups or one-to-one by a teacher, HLTA or LSA. These programmes may also be used for children not identified as having SEN, who need a little extra help to catch up for some other reason.

Interventions may be delivered in class or by withdrawing the child for short periods of time. When withdrawal is necessary, times are planned carefully to minimise the impact of what is being missed, as far as is possible.

Involvement of external specialists

Bedgrove, like other LA schools, has access to a number of external professionals including Speech and language Therapists. Occupational Therapists and Educational Psychologists. The referral process varies according to agency; however, teachers need to be able to provide substantial evidence of need and strategies/interventions tried before a referral will be considered.

Bedgrove Infant School purchases support from 'Psychology 4 You', and additional support from The Autistic Society on a need to basis. Both of these services provide assessments and advice for children with significant needs.

In some cases, parents choose to have their children assessed privately for learning difficulties. Whilst the school welcomes advice from external professionals, it should not be assumed that having such an assessment will automatically entitle a child to additional provision. It must be remembered that the needs of many children are best supported through Quality First Teaching and appropriate differentiation.

Use of ICT to support SEN

Sometimes a specialist service will recommend and provide through the LA an electronic device, such a laptop or tablet, to increase a child's access to the curriculum. In this case, teachers and LSA's are trained by the service to support the child in their use. This provision is usually restricted to children with a physical disability.

Other specialist services may recommend the use of an electronic device, but not provide it. Bedgrove Infant School has no specific funds for this, however, if there is a spare device available in the school it may be temporarily allocated to a child for certain activities; but only if, looking at all the evidence, the school decides it will be in the overall best interests of that child. If demand exceeds availability, allocation will be prioritised by the level of need and likely impact. The final decision will remain with the school. Children are not allowed their own electronic devices into school.

School trips and other activities outside the classroom

Bedgrove Infant School offers a wide range of trips and extra-curricular activities. We aim to support all pupils to enable them to attend school trips/visits and take a full part in activities organised beyond the classroom. A risk assessment is completed for each trip, which includes the needs of individual pupils when relevant. If the teacher is concerned about a pupil's safety or ability to take part, a member of the SLT will be consulted, who may also liaise with the SENDCo and parents. If the school decides a trip is unsuitable for any child, a more suitable alternative will be considered. The safety of all pupils will remain the main priority.

Section 5: Criteria for Exiting the SEN Register

As a pupil starts to close the attainment gap, support will be gradually reduced. If it is clear that the pupil is now able to make adequate progress without provision that is additional to or different from that which is part of normal First Quality Teaching, the pupil will be moved off the SEN register. Their progress will, however, continue to be carefully monitored and reviewed regularly.

Section 6: Supporting Pupils and Families

All Local Authorities are required to publish information about services available in their area for children and young people (birth to 25 years) who have Special Educational Needs and/or Disabilities. This is known as 'The Local Offer'. The local offer outlines all services and support available across health, education, social care and leisure services. It is designed to improve choice and transparency for families. The Buckinghamshire Local Offer can be found at:

www.bucksfamilyinfo.org/localoffer

All mainstream schools are required by law to produce a SEN information Report on an annual basis. Bedgrove's SEN Annual Report can be found on our website at:

www.bedgroveinfantschool.co.uk/sen/

Buckinghamshire SEND Information, Advice and Support (SEND IAS) Services (formally Parent Partnership) provides impartial information, advice and support to parents and carers of children with SEND. Further information about this service can be found at:

www.buckscc.gov.uk/bcc/parent_partnership/parentpartnership.page

Children with SEND of Service Personnel

The Children's Educational Advisory Service (CEAS) within the Ministry of Defence provides advice to Service parents, educational establishments and local authorities on education issues relation to Service children, including issues relation to SEN.

We aim to minimise any difficulties which may arise for children as a result of their Serving parent(s) employment. These may include difficulties associated with service induced mobility and/or the deployment of a family member to an operational area. Strategies employed include:

- facilitating the efficient and timely transfer of information between schools in the UK and overseas;
- providing support for children from our Inclusion Team and Child and Family liaison assistant at appropriate times;
- ensuring that access to appropriate assessments, interventions and provision is determined by the nature, severity and complexity of child's need and not related to the amount of time they have been, or have left, at Bedgrove Infant School;
- using funds received through Service Pupils' Premium to improve overall approaches to meeting the SEN of service children, including the employment of a Child and Family liaison worker and Higher Level Teaching Assistant (HLTA) as and when required
- Explicitly considering any Service-related issues at reviews.

Admission Arrangements

The admission arrangements for a child with SEND who does not have a statement of need/EHCP are no different from other children.

If, however, a child has a statement of need/EHCP, parents have the right to specify Bedgrove Infant School if, after investigation, they feel it is the school most suitable to meet their child's needs, even if they are outside the reserved area for Bedgrove Infant School.

Transition and Links with other schools

Good links exist between Bedgrove Infant School and its feeder schools. F2 teachers visit local nurseries during the summer term to meet children (who have not attended our F1 setting) who will transfer to the school in September. When possible, the SENDCo will also visit the nursery of children who have a statement of SEN/EHCP, to meet the child and discuss their needs with nursery staff.

It is standard practice that all SEN records and other relevant documents are passed on to pupils' new schools before September. For children with a statement/EHCP, transition arrangements are agreed at the pupil's Year 2 annual review.

Transition programmes are designed for individual children when moving from class to class, across key stages and to other schools. These include a detailed handover between teaching staff and may also incorporate photo information books and extra visits to new environments to familiarise the child with their new surroundings.

Section 7: Supporting Pupils at school with Medical Conditions

Bedgrove Infant School recognises that pupils at school with medical conditions should be properly supported, so that their access to education, including school trips and physical education, is as full as possible.

For children with medical conditions *and* SEN, the SEND Code of Practice (2014) will be followed.

For children with medical conditions *and* a disability, the school will also comply with its duties under the Equality Act 2010.

All pupils with an additional medical need will have a Health Care Plan drawn up in consultation with parents/carers and, if appropriate, a health professional; to ensure appropriate support is in place. This is shared with all staff who are involved with the pupil.

For details on administering medicines in school, please refer to our 'Medicines in School Policy'. This can be found on the website at [www. http://www.bedgroveinfantschool.co.uk/wp-content/uploads/2013/11/MANAGING-MEDICINES-IN-SCHOOLS-POLICY-DECEMBER-2013.pdf](http://www.bedgroveinfantschool.co.uk/wp-content/uploads/2013/11/MANAGING-MEDICINES-IN-SCHOOLS-POLICY-DECEMBER-2013.pdf)

Section 8: Monitoring and Evaluation of SEND

SEND provision is evaluated on an ongoing basis and adjusted as required. This is done by:

- classroom planning and practices being monitored by the SLT, SENDCo and subject co-ordinators
- analysing pupil tracking data
- provision mapping
- reviewing the achievement, or otherwise, of long and short outcomes set for individual pupils
- meetings with parents, staff and other professionals

- regularly updating the SEN development plan
- termly monitoring of procedures and practice by the SEND governors
- annual school self-evaluation process
- Local Authority visits, training and meetings
- Feedback from inspections

Section 9 Training and Resources

Teachers at Bedgrove Infant School have a range of experience supporting children with different needs. They are supported by LSAs and HLTA who also have expertise in a range of areas. In order to maintain and develop the quality of teaching and provision for children with SEN, all staff are encouraged to undertake relevant training and development. This is identified through the monitoring and evaluation described above. When a wide ranging training need is identified through the monitoring and evaluation described above, in school training, which can be attended by multiple staff members, is organised.

Bedgrove Infant School has close links with other specialists who work with children in the school. It actively seeks to encourage a multi-professional approach to planning and supporting children, which facilitates the sharing of knowledge and expertise.

The school's SENDCo regularly attends the LA and SENDCo network meetings and training opportunities, in order to keep up to date with local and national initiatives.

The school endeavours to provide appropriate resources for all its children, but a very tight budget means it has to be carefully prioritised.

Section 10: Roles and Responsibilities

The Governing Body is responsible for:

- Appointing a member of the governing body or sub-committee with specific oversight of the school arrangements for SEN and disability
- Ensuring that there is a qualified teacher designated as SENDCO for the school
- Taking accounts of pupils with SEND when planning all matters for the school as a whole;
- Working with the Head teacher and SENDCo to determine the school's general policy and approach to provision for children with SEND, and ensuring that appropriate staffing and funding arrangements are put in place;
- Ensuring that the procedures for monitoring all children are consistently applied, to ensure early identification of SEN and the provision of support for children who require it;
- Ensuring that information is published, and updated annually, on the school website, about the implementation of school policy for pupils with SEND.

The School Leadership team is responsible for:

- Regularly reviewing how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement
- The quality of teaching and support for pupils with SEND, and the progress made by pupils
- Identifying any patterns in the identification of SEN both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
- Ensuring the deployment of teaching staff, LSAs and the HLTA is appropriate to meet the needs of children with SEND.

The SENDCo is responsible for:

- Working with teachers to ensure the day-to-day implementation of the SEN policy;
- Liaising with and advising teachers and support staff
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Arranging relevant specialist training for teaching and support staff, and ensuring information is disseminated as appropriate;
- Liaising with specialist agencies to arrange assessments, advice and support programs, and ensuring that they are appropriately implemented;
- Attending appropriate training and local liaison meetings to support the role, and disseminating relevant knowledge to staff;
- Liaising with the SLT about support needs within year groups, to aid the appropriate deployment of LSAs;
- Ensuring individual provision and progress is appropriately monitored and used to inform future planning;
- Monitor provision and progress across the school, and using it to inform the SEN development plan;
- Ensuring there are appropriate resources for children with SEN and that they are properly used;
- Working closely with the nominated SEND Governor

Class teachers are responsible for:

- The progress of all pupils in their class, including those with SEND;
- Including SEND pupils fully in their delivery and teaching of the National Curriculum by providing appropriately differentiated learning outcomes with SEND;
- Liaising with the SENDCo as necessary to obtain advice and strategies to support learning and inclusion in the classroom;
- Monitoring and tracking all pupils' progress to assist the early identification of learning difficulties, and alerting parents at the earliest opportunity of their concerns to enlist active help and participation;
- Feeding back to parents how a child is progressing towards their SEN learning outcomes;
- Ensuring that lunchtime supervisors and any other additional teacher (e.g. supply teachers, visiting specialist music/sports etc. teachers) are given necessary information relating to the supervision of pupils with SEND, including possible behaviour management tactics
- The day to day operations and management of interventions for children with SEN in their class/year group.

Learning Support Assistants are responsible for:

- Supporting pupils' individual needs, as directed;
- Helping with the inclusion of pupils with SEND within the class
- Implementing and managing the differentiated programs prepared by the teachers/SENDCo;
- Monitoring and feeding back progress to teachers on pupils' responses to tasks and strategies;
- Ensuring that learning support aids and programmes provided are utilised appropriately;
- Contributing to reviewing and planning for children with SEND, including SEN Support Plans, MAPP meetings and annual reviews.

Other Related Responsibilities

The members of staff with specific safeguarding responsibility are Miss J Lawrence and Mrs L Sim.

The governor with specific safeguarding responsibility is Mrs S Quirke

The member of staff for managing the school's responsibility for meeting the medical needs of pupils is Miss J Lawrence

Section 11: Storing and Managing information

Records about children's SEND are stored in the staffroom SEND cupboard. Records in electronic form are stored on the secure staff drive. The SENDCo is responsible for managing the storage of this information. Information is treated sensitively and only shared with relevant personnel.

The school registers annually with the Information Commissioners Office (ICO) regarding data protection. The school's data protection policy is reviewed by the full governing body every two years.

Section 12: Reviewing the Policy

This policy has been updated in line with the 2014 Special Education Needs and Disabilities Code of Practice: 0-25 years. It will be reviewed annually by the SENDCo and SLT, and approved by the Governing Body.

Section 13: Accessibility

Bedgrove Infant School site is on one level and with accessibility ramps to all blocks it is accessible to wheel chair users. There is a disabled toilet in the main building space and a disabled parking space in the staff car park and the parent's car park. To aid access for those with a visual impairment, yellow lines have been painted on identified areas. As far as possible, classroom resources and/or teaching strategies are suitable adapted by teachers and LSAs for children with a visual or hearing impairment.

In line with the accessibility policy, Bedgrove Infant School is committed to improving accessibility, over time and whenever viable, to accommodate children, staff and parents with disabilities. The removal of barriers to learning is part of everyday planning and development.

Personal Emergency Plans (PEEPS) are drawn up for children with a physical disability and those who would require individual help during an emergency due to developmental delay.

The accessibility policy can be found at: <http://www.bedgroveinfantschool.co.uk/wp-content/uploads/2013/11/Accessibility-Policy-Statement-and-Plan.pdf>

Section 14: Dealing with Complaints

It is in everybody's best interest to try to resolve concerns informally without invoking formal complaints procedures. So, if parents are unhappy with any aspect of providing they should, in the first instance, discuss the problem with the class teacher.

If the matter is not resolved through the discussion with the class teacher, the parent should arrange an appointment with the SENDCo, stating clearly what they are unhappy about and what they would like to see happen regarding their concern.

If, after this, the parent is still unhappy, they should arrange to discuss their concerns with the Head teacher.

The vast majority of concerns are resolved during the above process, but if the parent remains dissatisfied and wishes to take the matter further, then they should refer to the school's Complaints and Resolutions Procedure. This can be found at:
<http://www.bedgroveinfantschool.co.uk/wp-content/uploads/2013/11/Complaints-and-Resolutions-Procedure-October-2016.pdf>

It is recommended that parents obtain impartial information and advice on their expectations and entitlements before proceeding down a formal complaints process. The Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SEND IAS) Service (formerly Parent Partnership) may be able to help with this. Information on this service and details of how to contact them can be found at:
<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=FT8eL4fIH8>

Section 15: Bullying

Bedgrove Infant School has a clear anti-bullying policy which:

- Promotes respect and tolerance for each other and the school
- Helps pupils towards an understanding of what is right and wrong
- Supports everyone in forming good relationships with adults and peers

The full anti-bullying policy can be found at: <http://www.bedgroveinfantschool.co.uk/wp-content/uploads/2013/11/Anti-Bullying-Policy-Aut-15.pdf>

DIRECTORY OF CONTACTS

BEDGROVE INFANT SCHOOL SEND CONTACTS Service/Agency	Tel/email address
Area SEND Officer	01296 383133
Specialist Teaching Service	01296 387355
Educational Psychologist	01296 383219
Occupational Therapist	01296 566045
Speech and Language Therapy	01296 564050
School Nurse	01296 566030 07775 221523
BLT Director of SEND and Inclusion	01296 395000 07931 128967 jenthompson@learningtrust.net
Head of SEND	01296 382109 gshurrock@buckscc.gov.uk
Local Offer Programmes Manager	01296 387473 lajsmith@buckscc.gov.uk
Infant School SENDCO	01296 481353
PRU Pathways	01296 380300
Family Resilience	08454 600300

CAMHS	08442 252414
Bucks Family Information Service	01296 387473
SEND Information Report: Regulation 51, Part 3, section 69(3)(a) of the Act	