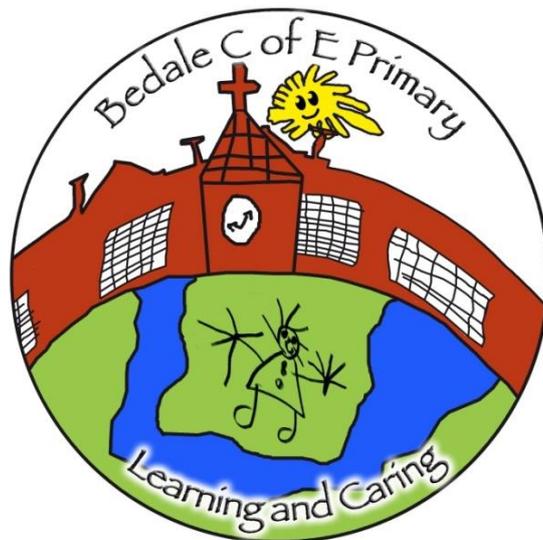


# BEDALE CHURCH OF ENGLAND PRIMARY SCHOOL



## SPECIAL EDUCATIONAL NEEDS DISABILITY POLICY (SEND)

Date of Agreement: 6<sup>th</sup> December 2018

Date of Review: December 2019

Responsibility: Governing Body Behaviour/Health & Safety Sub Committee

## Abbreviations used in the policy

SEND Special Educational Needs and Disabilities  
SENCO Special Educational Needs Co-ordinator  
IEP Individual Educational Plan  
NSPCC National Society for the Prevention of Cruelty to Children  
SMART Small Measured Achievable Realistic Timed

## **AIMS**

We aim to enable all children to be included in the learning and caring that is the essence of Bedale Primary School. They feel happy and secure in the knowledge that they are supported in working towards achieving their potential, by their parents, teachers and teaching assistants. We provide, for all children, a broad, balanced and relevant curriculum and we work to overcome the barriers to learning, so that all children are able to make good progress. We recognise that progress encompasses aspects of academic attainment, personal and social development and independence and that all progress should be celebrated.

Teachers and teaching assistants work within their classes to identify and meet the needs of children. We endeavour to identify needs at the earliest stage so that effective interventions can be planned and implemented. All adults who work with children are informed of needs and interventions so that they are able to evaluate and revise these regularly.

Parents and carers are informed at all stages. They are actively encouraged to contribute and be fully involved in the review process. They are offered opportunities to be involved in the learning process.

## **OBJECTIVES**

### 1. Be happy and feel secure

- Provide a secure and caring environment.
- Use positive and supportive language.
- Use praise to celebrate achievement.
- Set suitable learning challenges.
- Provide opportunities for parents and children to celebrate achievement together e.g. (Home - School Book)

### 2. Be included

- All children to be given a sense of belonging whatever their social, ethnic or cultural background.
- Children to be fully included by compensating for their needs.
- Wherever possible children with sensory impairments to be given access to all areas of the curriculum
- Wherever possible children with physical disabilities to experience a broad and balanced curriculum.
- Provide a range of resources to suit particular individual or group needs e.g. speech games.
- Differentiate within class teaching to enable all children to achieve their full Potential

### 3. Achieve the very best of which they are capable

- Maintain class sizes by having a teaching SENCO.
- All teaching staff carry the SENCO role in their own class.
- Use effective assessment and monitoring (Baseline, Nursery Profile, observational assessment, parental views).
- Provide high quality learning opportunities and materials.
- Use positive and supportive language with pupils.
- Intervene early to promote progress
- Make effective use of outside agencies.
- Liaise effectively with parents and carers.

### 4. Have access to a broad balanced and relevant curriculum

- Set targets for individuals
- Provide support in an effective manner.
- Involve parents by providing formal and informal information.

### 5. Demonstrate personal development and growth

- Use praise and positive language to reinforce all aspects of personal development
- Celebrate achievements.
- Involve parents in celebrating success and achievement.
- Recognise and celebrate personal achievements as a whole school.

### 6. Make good progress

- Set SMART targets which are reviewed regularly.
- Use appropriate teaching styles to meet the needs of the children.
- Encourage parents to be involved.
- Celebrate achievements in all areas.

### 7. Experience wider activities leading to greater independence

- Children to work in a variety of different groups and with the opportunity to work with partners and friends of all abilities.
- Appropriate use of support staff.
- Children to have individual responsibilities in school/classroom.

### 8. Make effective independent decisions

- All children to be given the opportunity to make choices regarding certain activities - guide them by making suggestive suggestions.
- Increase children's responsibilities in school where they can feel secure in their decisions.

## 9. Be well equipped to identify and meet needs

- Liaise regularly with parents and keep up to date with home situations/health etc.
- Early years staff to be given information regarding interpreting the Nursery and Reception Baselines with regard to SEND
- Effective communication with SENCO and outside agencies to keep up to date with new developments.

## 10. Identify children's needs early

- Foundation staff and SENCO to liaise with Health Visitors, Children's Centre workers etc., about difficulties pre-school
- Use of Nursery Profile, Baseline Assessment to highlight areas of weakness at an early stage.
- Regular communication with parents to ensure any concerns are noted/discussed and addressed.

## 11. Plan effective interventions

- All IP targets to be SMART targets
- All planned interventions to be known to all staff working with the child e.g, Teaching Assistants.
- Parents/carers to be seen as partners working alongside teachers to create an effective learning intervention.
- Good communication with parents, outside agencies and SENCO.
- Where appropriate children to discuss their future targets and celebrate in their own achievements.

## 12. Evaluate and revise interventions regularly

- Good communication between Teacher, Teaching Assistants,
- Pupil Support Assistants etc., to ensure information about targets/children's progress is monitored.
- Interventions to be reviewed and evaluated on a termly or half termly basis.
- Future planning to be based on this information.
- Progress to be regularly shared and discussed with parents/carers.
- Children to be involved where appropriate in discussing and evaluating their progress.

## 13. Parents/carers to be kept informed at all times.

- Class teacher to keep parents/carers fully informed from the initial concern.
- Information to be exchanged in a sensitive way.

## 14. Parents/carers to have the opportunity to be fully involved.

- Parents/carers and teachers to work in partnership when setting targets for IPs.
- Where possible to work in partnership with the school and outside agencies to meet the targets on the IP.
- To jointly celebrate success however small.
- To understand and be involved at all stages of SEND according to the Code of Practice.

## **Placing Children on the school's register of Special Education Needs and Disabilities.**

- Children whose prior attainment (Baseline) is low enough to cause serious concern will be recorded as having low prior attainment and noted as Early Years Concern/School Concern. Their progress in the Early Years will be closely monitored. Where provision is made for them which is additional to and different from that which is made for all pupils, they will be registered at SEN Support and have an IP.
- Where, after discussion with relevant staff, parents/carers, outside agencies and the child as appropriate, it is decided that additional provision is required, the child will be registered on the Special Educational and Disabilities Register.
- The SENCO will maintain a record of children whose prior and current attainment gives cause for concern but whose needs are met within the school's differentiated curriculum planning. These children will not be registered but their progress will be closely monitored. High quality differentiated planning, record keeping including children's profiles and portfolios will demonstrate children's progress and value added.
- When a child is identified as having SEND the Class Teacher and SENCO will:
  - Ensure that parents are kept informed from the start of any SEND provision and notify any changes.
  - Use information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.
  - Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.
  - Use the curricular and baseline assessment process to allow the child to show what they know, understand and can do and celebrate their strengths, as well as to identify any learning difficulties.
  - Ensure that ongoing observation and assessment provide regular feedback to teachers and parents/carers about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.
  - Involve parents in developing and implementing a joint approach at home and in school.

## **Deciding to place a child on the SEN Register**

The triggers for intervention through *SEN Support* could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not met by the behavioral management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

## Graduated Response

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEN.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (Code of Practice 2014).

The graduated response is a four part cycle of assessment, planning and doing and reviewing. This process will happen termly and will be reviewed by the class teacher and the SENCo with parents/carers at a SEN review.

## What is adequate progress for children with SEND?

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and their year group.
- Prevents the attainment gap growing wider
- Is similar to that of children starting from the same attainment baseline, but less than that of the majority of children.
- 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.
- Demonstrates that a higher level of independence is achieved.
- When a class teacher or the SENCO identifies a child with SEND the class teacher should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.
- If after suitable provision has been made and reviewed, **adequate progress** is not observed the SENCO will consider a move to the SEN Register. This is characterised by greater involvement of external agencies.

## The SEN Register

Where school seeks the help of external support services, those services will 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. They can then advise on new and appropriate targets and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example educational psychologists may be required for this. The SENCO will liaise with the educational psychologist to ensure appropriate advice and support to both parents and colleagues. The SENCO and class teacher, together with Key Stage coordinators and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. In some instances improved management or alternative arrangements based on advice from health professionals may considerably reduce the child's special educational needs. Although developed with the help of outside specialists, the strategies should usually be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded

continues to be the responsibility of the class teacher. If the SENCO and the external specialist consider that the information gathered about the child is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the child's parents must be sought.

### **General information**

The SENCO is Mrs York  
The Named Person is Mrs Elizabeth Turnbull

### **Links to other policies**

Early Years Curriculum  
Behaviour Policy  
Attendance  
Child Protection  
Admissions (**Admissions policy should take note of SEN Disability Act**)  
Inclusion

The Headteacher and Staff will review this policy annually and any suggested amendments will be presented to the Governors for discussion at their next meeting.