



## Bilton Grange Primary School Policy for Special Educational Needs and Disabilities

### Abbreviations

CoP: Code of Practice

EMS: Enhanced Mainstream School

SEND: Special Educational Needs and / or Disabilities

SENCO: Special Needs Co-ordinator

TA: Teaching Assistant

EP: Educational Psychologist

SALT: Speech and Language therapy

OT: Occupational Therapy

CLA: Children looked after

PP: Pupil premium

FSM: Free School Meals

EHCP: Education, Health and Care Plan

## Aims and Values Statement

Our vision for children with SEND is the same as for all our children: that they achieve well and lead happy and fulfilled lives.

At Bilton, we believe it is the right of every child to access an education in which the barriers to learning are minimised, 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.

We strive to support the needs of individuals in order to provide a broad, balanced and relevant curriculum for all of our children.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives.

## Objectives of the policy:

At Bilton Grange Primary School we aim for:

All children to:

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
  
2. Be included and have access to a broad and balanced curriculum
  - ✓ 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 individuals or groups
  - ✓ Differentiate within class teaching to enable all children to achieve their full potential
  
3. Achieve the very best of which they are capable
  - ✓ Use effective assessment and monitoring
  - ✓ 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. Demonstrate personal development and growth.

- ✓ Use praise and positive language to reinforce all aspects of personal development e.g. learning to curb a temper, eating with a knife and fork
- ✓ Celebrate all achievements
- ✓ Involve parents in celebrating success and achievement
- ✓ Recognise and celebrate personal achievements as a whole school
- ✓ Include personal targets on School Inclusion Passports and evaluate these regularly
- ✓ Use effective personal and social assessments and record sheets to show development and growth

5. Make good progress

- ✓ Set small, achievable and realistic targets which are reviewed regularly
- ✓ Use appropriate and varying teaching styles to meet the needs of the children
- ✓ Encourage parents to be involved
- ✓ Celebrate achievement in all areas

6. 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
- ✓ Children to be encouraged to do things for themselves where practical and possible e.g. putting homework in a specified place and remembering the correct equipment

7. Make effective independent decisions.

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

All Staff to:

1. Be well equipped to identify and meet needs.
  - ✓ Liaise regularly with parents and keep up to date with home situations/health etc.
  - ✓ Effective communication with SENCO and outside agencies to keep up to date with new developments – copies of relevant paperwork will be stored in pupil's individual SEN files and locked in the filing cabinet
  
2. Identify children's needs early.
  - ✓ Early year's staff and SENCO to liaise with Health Visitors, NSPCC workers etc. about difficulties pre-Reception.
  - ✓ EYFS staff to liaise with feeder nursery during summer term prior to entry
  - ✓ Use of EYFS 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
  - ✓ Foundation Stage staff play a crucial role in early identification of needs and liaison with the SENCO will help to ensure that needs are addressed as soon as possible
  
3. Plan effective interventions.
  - ✓ Inclusion Passports are written by class teachers and are reviewed termly with parents and, where appropriate, children
  - ✓ All planned interventions to be known to all staff working with the child e.g. Teaching Assistants.
  - ✓ Teaching Assistants to have relevant information about the children they regularly work with, including Inclusion Passports and SEN registers
  - ✓ 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
  - ✓ Pre and Post assessments to carried out for all interventions

#### 4. Evaluate and revise interventions regularly.

- ✓ Good communication between Teacher, Teaching Assistants, Parents etc. to ensure information about targets/children's progress is monitored
- ✓ Interventions to be reviewed and evaluated regularly. Future planning to be based on this information.
- ✓ Evidence of work undertaken with groups/individuals is recorded (intervention maps and updates to Inclusion Passports).
- ✓ An evaluation meeting to take place between class teacher and lead person on the intervention to discuss progress and next steps. Information to be shared with SENCO and Leadership Team
- ✓ Progress to be regularly shared and discussed with parents/carers
- ✓ Children to be involved where appropriate in discussing and evaluating their progress
- ✓ Inclusion Passports to be reviewed when required but are seen as working documents and can be amended as appropriate

All parents/carers to:

#### 1. 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
- ✓ Class teacher, parents and external agencies to be involved and the views of the pupil to be sought and included where practical

#### 2. Have the opportunity to be fully involved.

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

## Philosophy

The school community believes that:

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

## Principles

(Definitions of special educational needs (SEND) 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.

A child of compulsory school age has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (xiii, xiv CoP 2014)

Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010.

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.



## Procedures

### Roles and Responsibilities:

**Mrs Judith Ratcliffe**, the **Head Teacher**, is the “responsible person” in receipt of information from the Local Educational Authority regarding the special educational needs of pupils within the school. She will be the principal agency through whom the governors discharge their duties. She will be the member of staff to oversee provision for Special Educational Needs throughout the school and to represent those needs in discussion where necessary. The Headteacher has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with SEN. The Headteacher should keep the governing body fully informed and also work closely with the schools SEN co-ordinator.

In this school the **Special Educational Needs Co-ordinator (SENCO)** is **Mr Jack Guyan**. The SENCO, working closely with fellow teachers, is closely involved in the strategic development of the SEN policy and co-ordinates the provision of education for pupils with identified needs. The SENCO has responsibility for day to day operation of the school’s SEN policy and for coordinating provision for pupils with SEN.

**Class Teachers** are responsible for the development and progress of ALL pupils in their class, including those with an identified SEND, even when some children already have support from teaching assistants or outside specialist staff. Through our class teacher’s continuous circle of planning, teaching and assessing they are strongly placed to monitor and support children in their class in areas of learning and personal development. We use high quality teaching and carefully differentiated work within this as the first stage of support for children who may have SEND.

**However**, if, despite high quality teaching, a child is identified as not to be making adequate progress, the class teacher will discuss this at Pupil Progress Meetings and, if necessary, with the SENCO as per the 'graduated approach' outlined in the CoP 2014.

- Extra provision or support will be put in place. Possible assessments which could help to identify a SEND and interventions from the provision maps will be discussed.
- Parents will be informed before a child is placed in an intervention group and given the opportunity to discuss how the intervention takes place before they are asked to consent to it. Likewise, any assessments by outside agencies will be talked over with parents before they are undertaken.
- All the interventions which are used in school have been researched or trialled and have results to show that children taking part in them generally make good progress.
- Our interventions are timetabled and children taking part are assessed before starting the programmes. At the end of the agreed period, another assessment will take place and the child's progress recorded.
- The class teacher, SENCO and parents will then look at the outcomes of this support for the child, review these and then plan the next steps of support.

**Then**, if a child goes on making little progress, despite the support outlined above which is well tried and has been matched to their area(s) of need, School will think about talking to specialist staff or outside agencies to seek further advice. These may include EMS, SALT, OT or EP. All such referrals are discussed with parents and agreed before they are undertaken.

**The Governing Body** should, in co-operation with the Headteacher, determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general overview of the school's work. **Fiona Rogers** is the schools SEN Governor.

## Coordinating day to day provision of the SEN Policy

Some children admitted to Bilton Grange Primary School will already have had their special needs identified in their education setting. School will therefore have access to records that may include the child's I.E.P.'s/Support Plans/Inclusion Passports/Provision Maps. In those cases the Headteacher, SENCO and class teacher will:

- ✓ 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 processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties
- ✓ ensure that on-going observation and assessment provide regular feedback to teachers and parents 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 learning approach.

Some children will not have had their needs identified. In these cases schools can measure children's progress by referring to:

- their performance monitored by the teacher as part of on-going observation and assessment
- the outcomes from baseline assessment results
- their progress against the objectives being taught in English and Maths for their peer group
- their performance against the level descriptions within the New National Curriculum at the end of a Key Stage
- standardised screening or assessment tools.

Early identification, assessment and provision are important as the earlier action is taken the more responsive a child will be. If, despite all school strategies in place, a child's progress continues to cause concern, then the school will intervene.

### Whole school approaches:

- ✓ All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all
- ✓ Regular communication takes place between class/ subject teachers, TAs, SENCo, parents and pupils to ensure good progress
- ✓ Pupils are supported alongside their peers whenever possible
- ✓ All pupils are encouraged to join in extra-curricular activities
- ✓ All students have individualised targets
- ✓ The training budget for staff is transparent (!???)
- ✓ Provision for pupils with SEND is reflected throughout school self-evaluation
- ✓ The complaints procedure is transparent and easily available to parents
- ✓ Appropriate access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- ✓ School uses the local authority's local offer to inform the school offer. This is published on the school website as part of the SEN information report.

### Individualised approaches:

- ✓ Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- ✓ Additional help will be sought appropriately from EPs, EMS, ESWS, ASCOSS etc.
- ✓ Some pupils will have Inclusion Passports, behaviour plans, risk assessments or health care plans
- ✓ Some pupils may be allocated a key worker
- ✓ Person-centred reviews will be held regularly with families, considering acceptable meeting times
- ✓ Parents and pupils will be respectfully listened to and their views will inform personalised learning pathways.
- ✓ TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- ✓ Transition arrangements will be personalised to support additional need
- ✓ The SENCo will be appropriately qualified and have the skills required to meet statutory duties.
- ✓ Designated finances will be used appropriately to meet needs without reducing independence.

- ✓ Staff training will reflect the needs of the current school community
- ✓ Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- ✓ The school will follow the latest statutory guidance (currently the CoP 2014)

### Monitoring and evaluating performance

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- ✓ Monitoring and evaluating of interventions, including their value for money
- ✓ Forensic analysis of data examining the progress of different vulnerable groups
- ✓ Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- ✓ Annual financial returns
- ✓ Completion of statutory functions by the SENCo related to referral for education health care plans, termly meetings and annual reviews
- ✓ Use of the NYCC Inclusion Quality Mark (IQM)
- ✓ Work scrutiny with selected pupil groups
- ✓ Focused monitoring by the SENCo, LA adviser, SEN governor
- ✓ Detailed discussions with families and pupils
- ✓ Progress through a variety of transitions
- ✓ Attendance and exclusions analysis
- ✓ Feedback from support agencies and Ofsted
- ✓ Local authority analysis of information and data about the school

The governing body evaluate the work of the school by:

- ✓ Appointing an SEN governor who is a champion for pupils with SEND
- ✓ Monitoring data with respect to vulnerable groups
- ✓ Challenging the leadership through informed questioning
- ✓ Undertaking learning walks in school with a focus on SEND
- ✓ Meeting with parents and pupils
- ✓ Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- ✓ Holding the school to account for its use of SEN funding

## What is adequate progress for children with SEN?

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

## Children with Education, Health and Care Plans

The LA currently retains responsibility for Children with Education, Health and Care Plans (children with higher categories of need). The resources allocated for these plans should follow the child closely to ensure that objectives and learning targets can be met effectively. However, these resources may be used flexibly to best meet the child's needs including small group teaching by a TA.

### Annual Reviews

All statements are reviewed annually and these reviews should focus clearly on the progress made by the child in relation to objectives targets in their EHCPs. Discussions about the appropriateness of resources and their allocation should form part of the review process.

### Transition

#### Within school:

During the latter part of the Summer Term, class teachers will discuss the individual needs of their pupils and ensure that the transfer of class based documentation takes place, including information from outside agencies and Inclusion Passports.

#### Between schools:

Staff from receiving schools are invited to review meetings during a pupil's time in Year 6. Extra visits and provision is planned carefully at this time.

## Vulnerable Children

Children identified as vulnerable are recorded by the class teachers. This means that class teachers know their vulnerable children well and appropriate actions are taken to ensure that they make progress – for example - focused TA support in class, including them in intervention groups, regular communication with parents and individual reward charts for behaviour. These groups of children are regularly monitored by class teachers and the Senior Leadership Team.

## Safeguarding

We recognise that some of our children with SEND, and/or those identified as vulnerable, are subject to particular risk. These children are well known to class teachers, the leadership team and the **Child Protection Officer, Mrs Carole Chipp**.

Agreed by governors: DATE

Review date: July 2017

This policy is in line with the Code of Practice 2014