



Special Educational Needs, Disability & Additional Support Policy

Review date:
November 2019

Bickley Primary School

Special Educational Needs, Disability & Additional Support Policy

Compliance

The policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

MISSION STATEMENT

“All Different, All Equal, All Achieve”

This policy reflects the values and philosophy of Bickley Primary School in relation to the teaching, learning and support given to pupils including those with Special Educational Needs or disabilities and it is in line with our school aims. It gives a framework within which all staff work and gives guidance on planning, teaching and assessment.

Policy Statement

Bickley Primary School is a caring community school welcoming of all. It is dedicated to high standards of achievement and behaviour. Learning is enjoyable and rewarding and the gifts and abilities of every child are recognised and nurtured.

We want all children to receive the best possible education. We recognise that some children will experience difficulties that have a direct effect on learning and access to the curriculum but we are committed to the concept of 'inclusive education' and aim to meet the needs of all children enabling them to grow intellectually, physically, emotionally, socially and spiritually.

We aim to provide quality teaching in a safe and caring environment, where learning is an interesting and challenging experience for all. We believe that early intervention, the close partnership with parents, outside agencies, and the children themselves, will provide the context for enabling all children to maximise their success in education.

Bickley Primary School is an inclusive school. We offer a range of provisions to support children with SEND: communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory, physical or medical needs.

The range of support deployed will be tailored to meet individual needs, through assessment, by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

Every child, regardless of their needs, will be given the same opportunities as all children. However, children with SEND will have careful consideration given to them with an awareness given to their particular learning style or need in order to minimize the barriers to learning.

Definition of Special Educational Needs from the Childrens and Families Act 2014:

- A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them (Section 20).
- Special educational provision is provision that is additional to or different from that which would normally be provided for children or young people of the same age in a mainstream education setting (Section 21).
- This definition of SEN is the same as the definition of SEN in the Education Act 1996.

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Roles and Responsibilities

The School Governors, with the Head Teacher assume overall responsibility for implementation of the Code of Practice. There is a named Governor for SEN matters. **Please refer to the school website for the appointed SEN Governor.** Day-to-day organisation and implementation of Bickley's Special Needs Policy is devolved to the **Head Teacher** (Miss Elizabeth Blake) and the Inclusion Manager/Special Educational Needs Co-ordinator (SENCO); Mrs. Pauline Grant.

The **SENCO** currently works three days a week and is a member of the Senior Leadership Team. The SENCO is responsible for the day-to-day operation of the school's SEN policy. The SENCO is also responsible for co-ordinating SEN provision within school and for supporting and advising specialist support teachers, class teachers and teaching assistants on SEN matters.

Class teachers are responsible for the day-to-day support of children with special educational needs, and alongside the SENCO, for the setting and reviewing of the Pupil Support Agreements.

The effectiveness of this policy and SEN practice at Bickley is continually under review.

Identifying Children with a Special Need

Early intervention is considered crucial in addressing a child's special educational needs.

Some children arrive at Bickley with special needs already recognised and an action plan in place. But for most children, concerns that they may have a learning difficulty will not be raised until they begin formal education. Initial concerns may be raised by the teacher or parents to the SENCO.

The school also recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need. This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant
- Being a Looked After Child (LAC) or adopted
- Being a child of Service personnel

A rigorous system of progress monitoring across the school takes place on a termly basis. This is referred to as a **Pupil Progress Review Meeting**. The Pupil Progress Review Meeting identifies pupils who are not making appropriate progress this may include progress in areas other than attainment, such as social skills. Interventions are then implemented for those children who are identified as needing additional support.

SEN Register

The SENCO will maintain the School's SEN Register; this holds the names of all the children with Special Educational Needs in the school.. Class teachers consult with the SENCO to highlight any SEN concerns that they may have about the children. An **Initial Concerns Meeting** then takes place with the child's parent. At the meeting, if it is felt to be appropriate, the child may then be added to the **SEN Register**. Parents may also highlight their concerns and trigger the process.

At all stages there is consultation between teachers, teaching assistants, parents and the SENCO. In some instances children with emotional, behavioral or social difficulties may be given access to the Counsellor within school.

Health or Medical Conditions

A **Care Plan** may be in place for those children who have health issues or a long term medical condition, which does not affect their access to learning, but nevertheless requires support.

Promoting Social, Emotional and Mental Well-Being.

Children need to feel valued, confident and secure to make maximum progress in their learning. Bickley Primary School is committed to promoting the social, emotional and mental well-being of all our pupils through a range of activities. These include:

- Playground Buddies
- Social Skills groups
- Drawing & Talking Therapy

- The Family Liaison Worker
- Counsellor
- Accessing the nurture / sensory room

Developing a Graduated Response for Children with Special Needs

Class teachers are responsible for the progress and development of all the pupils in their class. High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of any pupil who has, or may have special educational needs.

At Bickley Primary School the head teacher, teachers and SENCO meet regularly to carefully review the progress of all pupils, particularly those at risk of underachievement. Records and samples of the child's work are kept, alongside regular assessments to monitor progress. Social and emotional needs are also carefully considered.

If a child fails to make the expected levels of progress, the decision may be made, in formal consultation with parents, to place the child on the SEN register. Some children may have a diagnosis of Special Educational Need from an external agency; this may mean that the child will need to be put on the SEN register. It is the responsibility of the SENCO to ensure that there has been a discussion with the parent to inform them that the child has been placed on the SEN register. This usually happens at an **Initial SEN Meeting**.

The **Bromley Banded Funding Guide** is also used to aid identification of need. The four categories of SEN need identified by the Code of Practice 2014 are;

- **Cognition and Learning**
- **Communication and Interaction**
- **Social Emotional and Mental Health**
- **Sensory Difficulties**

The **Bromley Banded Funding Guide** also has additional guidance for **Autistic Spectrum Disorder/Social Communication Difficulties** and **Specific Learning Difficulties**

The SENCO may observe the child in school and offer advice about effective teaching and learning strategies and interventions that are designed to help to narrow the gap and to accelerate progress.

EAL (English as an Additional Language) **children** are *not* placed on the SEN register *unless* they also have a Special Educational Need (SEND) as well.

Before a special educational provision is implemented, the head teacher, class teacher and SENCO, will consider the information from within the school, alongside the national data of pupil expectations of attainment.

If at review, despite support, children fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made for the child to continue to remain on the SEN register, in formal consultation and review with parents. General advice from outside specialists, if available, may also be sought.

After consultation with the SENCO, teacher, teaching assistants, parents and where appropriate, the child, a **Pupil Support Agreement (PSA)** is formulated. The PSA sets out the Quality First teaching strategies that are being implemented and the range of targeted specialist interventions

that are being used to support the child. There may also be specific targets for the child and parents to work towards achieving together.

All interventions are planned and monitored by the SENCO and the teachers, and are delivered by support staff that have all had appropriate training. The SENCO monitors and maps the provisions across the school, across year groups and within individual classes, in the form of **Provision Maps**.

The effectiveness of interventions is regularly monitored by the SENCO on a termly basis, or more frequently for certain interventions. All intervention outcomes are discussed at the termly **Pupil Progress Meetings** between the head teacher, class teachers and SENCO. Individual pupil targets are evaluated as part of the school's cycle of progress monitoring.

Special Educational Needs **Pupil Support Agreement (PSA)** meetings are held with parents on a termly basis. At these meetings the teachers, parents and SENCO, with input from the child, discuss a graduated response to support the child's SEND. At this stage quality first teaching strategies and a variety of "catch up" interventions are discussed. A new **Pupil Support Agreement** is formulated and copies are distributed to parents, teacher, SENCO and all of the adults who support the child in school.

At Bickley Primary School we follow the National Guidelines contained in the SEN Code of Practice 2014: **Assess, Plan, Do and Review**.

Assess:

This should include detailed formative assessment to identify individual barriers to learning. This may involve assessment in school or assessments by an external agency. This may also include a diagnosis.

Plan:

Advice and recommendations incorporated into the Pupil Support Plans which are drawn up by the SENCO in consultation with the class teacher, parents and outside agencies.

Do:

Quality first teaching strategies and where considered appropriate, interventions are put into place. They will be time limited and discussed with the Head Teacher, Class Teacher, Assessment Coordinator and SENCO at the termly Pupil Progress Review Meetings.

Review:

The effectiveness of support is monitored and the interventions are adapted to meet individual need – further advice is sought if available. Parents and pupils are included in the review process through the Pupil Support Agreements.

Examples of the child's work and other evidence are collected so that a detailed file of the child's achievements is compiled for evidence and audit purposes.

At all stages of the SEN process parents should be consulted, invited to reviews and kept informed of their child's progress. Class teachers need to keep careful records and pass all information to the SENCO so that all information can be held centrally.

While the needs of the majority of pupils will be met from within the school's own resources, some children will have a higher level of need. Additional funding to support children is available from the

Local Authority High Needs Block. To receive additional funding, the school needs to provide a 'costed provision map' demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of the support provided and indicate how additional funding will be used to support the pupil in achieving the desired outcomes.

Where additional funding is agreed, a **Pupil Resource Agreement** will be put in place by the school's Educational Psychologist, in consultation with parents and pupil. Thresholds for funding are related to need and can be found in the Banded Funding Guide.

Where pupils require support from a range of health agencies in addition to education, or require education in a specialist setting, an **Education, Health and Care Plan** may be provided by the Local Education Authority.

Stage of SEN	Responsibility
Class Monitoring	Teacher's responsibility
SEN Support	Targeted specialised interventions, and if appropriate, targets are set with the support of the SENCO. Class teacher responsible for reviews.
PRA – Specialist Top Up Funding	LEA assessment School Outside Agencies SENCO responsible for reviews.
EHC Plan – Specialist High Needs Top Up Funding	LEA assessment School Outside Agencies SENCO responsible for reviews.

Involvement of Pupils

The New Code of Practice (2014) places a strong emphasis on pupil voice. In line with the guidance from the Code of Practice, the school will encourage children to play a full and active part in any Pupil Support Plans that are drawn up on their behalf; they will be given the opportunity to discuss their targets and to be aware of their own progress, where appropriate. They will also be fully involved in all reward systems that are part of classroom practice and whole school recognition of achievement.

Monitoring and Review

Class teachers and the SENCO are responsible for updating the SEN records termly for all children on the SEN register. It is considered important that a well documented file is kept for each child which specifies the nature of the child's needs, contains the results of assessments made, samples of independent work and any other evidence (e.g. behaviour records). It is important that all documents and work examples are dated.

Attached to this policy are copies of the forms in use at Bickley to be used as appropriate for each child on the Register of Special Educational Needs. These are:

- Initial Concerns
- Incident Form
- Pupil Support Agreement Form – (Pupil Individual Provision Map)
- Pupil Review Contribution (Form 1 – Younger Children)
- Pupil Review Contribution (Form 2 – Older Children)
- Parent Review Contribution Form
- SEN Support Review Meeting Form
- Medical Intervention/soiling form

Staff Development

All teachers are provided with an 'SEN Folder' that contains the SEN Policy and information on:

- Dyslexia
- ADHD, ADD & ODD
- ASD
- Speech & Language
- Occupational Therapy
- Social, Emotional and Mental Health
- Attachment Disorder
- Child Protection
- SEN Referral Forms

SEN input time during staff meetings allows the SENCO to disseminate SEN information. Regular INSET is provided for all staff on SEN matters and teachers are encouraged to attend external INSET when appropriate.

The SENCO provides termly training sessions for the Teaching/Individual Support Assistants and is readily available to support any member of staff on SEN matters.

Statutory Responsibilities – Accessibility

Refer to the Equality and Disability Policy for further information regarding accessibility for all pupils.

At Bickley Primary School we ensure that we comply with our statutory responsibilities by ensuring that the appropriate resources are in place to support identified children; e.g. The Soundfield System to support children with hearing impairment.

Barriers to learning are removed through careful monitoring, excellent quality first teaching, intervention programmes and referrals to other professional agencies. Classrooms display Visual Timetables, visual cues, and may mirror a 'Dyslexic Friendly Classroom' e.g. coloured backgrounds on the interactive whiteboard, writing frames and information presented in smaller more manageable chunks where appropriate.

Outside Agencies

It may be relevant to consult specialists outside school who can advise teachers, the SENCO or parents on the best way to help a child succeed. Only after parental consent can referrals be made to:

- Educational Psychology Service
- Speech and Language Therapy Service.
- Occupational Therapy
- Physiotherapy Service
- Sensory support
- The Vision Team
- Paediatric Services
- Complex Needs and Disability Service
- Bromley Children's Project
- Bromley Wellbeing
- Child Adolescent Mental Health Service (CAMHS)
- Social Care

Partnership with Parents

The New SEN Code of Practice (2014) stresses the importance of consultation and the involvement of parents in their children's education. Parents are invited to all SEN reviews and are given the opportunity to give written input if they are unable to attend.

The SENCO operates a **SEN “drop-in” surgery** for parents on Tuesdays after school. Parents can also communicate with the SENCO directly by telephone, or email via the school office.

The Family Worker works closely with the SENCO for the wider support of families. The Family Worker is also able to provide outreach support and referrals to external agencies.

Home/school partnership is particularly important when a child has special educational needs. At Bickley Primary School we recognise that parents have a key role to play in their child's learning and aim to work closely with parents at all levels of the SEN process.

Supporting Pupils with Medical Conditions and Disabilities

The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some children with medical conditions may also be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some pupils may also have Special Educational Needs and may still have a statement or an Education Health Care Plan which brings together health and social care needs, as well as their Special Educational provision. Where this is the case, the SEND Code of Practice 0 – 25 (2014) is followed.

Confidentiality and Storing Information

The main SEN documents are stored securely in locked filing cabinets in the SENCO's office. There is a secure keypad on the office door and the door is always kept locked when an adult is not present in the room.

All confidential records and documents are routinely collected and destroyed by a private company.

All SEN information regarding children is shared solely on a “need to know” basis.

Please refer to the Confidentiality Policy for further information.

Training and Resources

SEN is funded from the National SEN budget allocated to all schools, based on prior school attainment and free school meals. This notional funding to schools may change year on year. Additional funding is available from the Local Authority High Needs Block if it can be *demonstrated* that a pupil requires a higher level of support.

The training needs of staff, including support staff, are regularly reviewed and planned for, so that all staff are well equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENCO to explain the systems and practices in place in the school, and to discuss the SEN needs of the children that they will be working with.

The SENCO regularly attends the Local Authority SENCO Forums in order to keep up to date with local and national updates in SEND. The SENCO also attends local cluster group meetings to share good practice.

Complaints

Any complaints regarding the management of Special Educational Needs in school should be referred to the class teacher or SENCO. Matters that are not resolved at this level will be directed to the Head Teacher and Governors in line with the school complaints policy.

Reviewing the Policy

This policy has been written by the school’s SENCO, in liaison with the Governors, Senior Leadership Team, Teaching and Support Staff and the Parents of pupils with Special Educational Needs.

The SEN policy is reviewed annually by the staff and governors.