

Bathwick St. Mary Church School

'Achieving excellence through the pursuit of good'



Special Educational Needs and Disabilities Policy

Document Control			
Policy name:	Special Educational Needs and Disabilities Policy		
Effective date:	January 2023	Next review date:	January 2024
Prepared by:	Headteacher and Staff		
Reviewed by:	Standards and Curriculum Committee	Date:	January 2023
Document version: (Key changes)	1.5 January 23 <ul style="list-style-type: none">• Minor adjustments to language and vocabulary used 1.4 January 2021 <ul style="list-style-type: none">• Inclusion of small steps progression• Include health care plans 1.3 November 2020 <ul style="list-style-type: none">• Inclusion of identification of need form• Inclusion of Thrive for outside agencies• Formalisation of language in some paragraphs• Inclusion of APDR cycle• Reference to children with medical needs 1.2 (December 2019) <ul style="list-style-type: none">• Inclusion of support plans• Amendments to roles and responsibilities 1.1: (December 2018) <ul style="list-style-type: none">• Rewording of 'Rationale'• Reference to General Data Protection Regulations• Change of school name and logo 1.0: Original Document (December 2017)		

Our School Policies should be understood as part of the overall strategy of the School, and put into practice within the context of our Vision, Mission and Christian Values (**Love, Joyfulness, Respect, Forgiveness, Perseverance, Fairness**) as a Church School, with a particular focus on the promotion of equality.

This policy should be read in conjunction with our Special Educational Needs and Disability (SEND) Information Report.

Rationale

We are an inclusive school, open to all children in our community, regardless of level of need. We seek to work collaboratively with parents to provide the very best education for all children in our care. The SEND code of practice (January, 2015) states that: '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 him or her.'

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post – 16 institutions"

Special educational provision means: 'For children of two or over, educational provision which is additional to or otherwise different from the educational provision made generally for children of their age in schools maintained by the LEA other than special schools in the area.'

Meeting the needs of children with special educational needs and disability requires cohesive partnership. It is essential that all staff, pupils, parents and LA multi-agencies work co-operatively to achieve optimum and successful

implementation of the policy via a whole school inclusive approach and positive, supportive dialogue between all parties is key to achieving this goal. A graduated response should be adopted that encompasses an array of strategies. This approach recognises that there is a continuum of SEND and when necessary brings specialist expertise to bear on the difficulties a child may be experiencing.

Aims

The purpose of special educational needs and disability (SEND) provision is to ensure:

- a) Pupils have equal opportunities to participate and be fully included in all aspects of school life
- b) Pupils make good or better progress
- c) Pupils have their needs identified early
- d) Pupils have their needs met. This will be within our mainstream setting whenever possible. Where this is not possible appropriate action will be taken to ensure suitable alternative support
- e) Pupils should be able to access and follow a broad and balanced inclusive curriculum within the framework of the National curriculum, with the aid of additional support where necessary
- f) Some SEND pupils will have target plans called Individual Plans (IP), support plans or Education health care plans (EHCP) in accordance with the procedures detailed in the guidelines below
- g) Targets outlined in pupils' IPs/support plans/EHCPs are part of a dialogue between the pupil, parents and the teachers (and specialist support agencies) and will be involved in reviewing their success in achieving these targets
- h) Pupils take increased responsibility for their own work
- i) Pupils feel secure and confident in the classroom
- j) Pupils feel valued
- k) Pupils' social and emotional needs will be considered alongside their academic needs
- l) Pupils develop their skills across the curriculum
- m) Pupils are challenged at an appropriate level for them
- n) Pupils develop and maintain positive attitudes about themselves as learners.

Guidelines

In order to deliver the SEND policy it will be necessary to have regard to the following guidelines. Teachers will be supported so that they:

- a) Meet the requirements of the 2015 code of practice for SEND
- b) Adopt a consistent approach throughout the school and follow the agreed SEND policy
- c) Follow the agreed procedures on identification of pupils with SEND and the subsequent actions necessary (detailed below)
- d) Be involved with the planning and implementation of targeted-individual SEN support for any child in their class
- e) Liaise with relevant support staff when planning provision for SEND children in their class
- f) Plan work with regard to the full national curriculum
- g) Plan work to focus on identified individual targets
- h) Provide an adapted curriculum where appropriate
- i) Adapt teaching and tasks to meet specific needs
- j) Provide interventions that are additional to, or different from, those provided as part of the school's usual curriculum
- k) Adhere to our policy statement and guidelines on the quality of teaching
- l) Meet with the SENDCo each term to review pupil progress prior to a parental review
- m) Meet with parents each term to discuss pupil progress
- n) Recognise the importance of the parental role in supporting the child and encourage close cooperation between home and school
- o) Be informed of further services which exist for SEND pupils
- p) Be knowledgeable about the graduated response to SEND and act accordingly
- q) Keep appropriate records in line with the marking and assessment policies
- r) Take into account the views and wishes of the child

Roles within SEND

Parents/Carers are responsible for:

- Ensuring that the school is informed of any changes to circumstances for SEND provision
- Attending meetings related to their child
- Supporting and contributing to any reports required for outside agencies or annual reviews
- Keeping up to date with the progress of their child
- Encouraging increasing independence at home and school
- Contributing to One page profiles, Individual plans (IP), Support Plans if needed

The **class teacher** is responsible for:

- Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet the strengths and needs of all pupils.
- Delivery of curriculum to accommodate children with processing difficulties
- Showing awareness of learning need
- Including all kinds of learners within the class setting
- Checking on the progress of the child and identifying, planning and delivering any additional help your child may need
- Writing Individual Plans (IPs) or support plans, monitoring and implementing, sharing and reviewing these with parents at least once each term.
- Writing One page profiles with the child and parent
- Applying the SEND policy.
- Contributing to any EHCP reports required.

The **learning support assistant** is responsible for:

- Assisting the teacher to provide the best possible provision for a child with SEND
- Ensuring that a child with SEND remains as independent as possible.
- Implementing and monitoring IPs alongside the class teacher or external agency

The **SENDCO** is responsible for:

- Coordinating provision for children with SEND and developing the school's SEND policy
- Ensuring that all members of staff working with your child in school are aware of a child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with a child in school are supported in delivering the planned work/programme for a child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Liaising with any outside agencies who can offer specialist advice, support and help to help pupils overcome difficulties
- Providing specialist advice and facilitating training to ensure that staff are skilled and trained to meet a range of needs
- Ensuring good communication between the school and others
- Coordinating the implementation and review of an Education Health care plan (EHCP)
- Evaluating the effectiveness of the school's provision for pupils with SEND.
- Completing any Thrive assessments in school and arranging Thrive action plans.
- Communicating with parents of children with SEND
- Updating the SEN register regularly

The **head teacher** is responsible for:

- Day to day management of all aspects of the school including the provision for pupils with SEND.

The **governing body** is responsible for:

- Doing their best to ensure that pupils with SEND have the help they need to access the curriculum and participate fully in the life of the school
- Supporting the school to evaluate and develop the quality of provision for pupils with SEND.

The SEND Information Report

The SEND information report is shared via the school website (www.bathwickstmary.org) and contains detailed information, clearly explaining SEND policy and procedures for pupils with Special educational needs and disabilities.

Procedure on identification

Pupils who require additional support may be identified in a variety of ways that include the following:

- When parents raise concerns
- When teachers raise concerns
- When a child's progress/attainment has been significantly below age related expectations
- There is a significant change in behaviour or attainment
- The gap is widening between a child and their peers
- The child asks for help above what is normally required.
- Pupils who join the school who are already receiving, or need to receive support from specialist agencies

Action Timeline after identification

The key test of the need for action is if the child is not making adequate progress. In the first instance, this may be a professional judgement made by the teacher. The school will contact parents to discuss their child's progress. An example timeline is given below.

- a) An identification of need form is completed in discussion with teacher, SENDco and parents, outlining areas of concern for a child.
- b) Interventions are discussed and put into place if necessary
- c) Referrals to specialist outside agencies to support a child's learning if needed
- d) Child is entered on SEND register if the child receives targeted support that is different from or additional to universal support for all children
- e) Set clear targets and record these in a targeted IP/support plan/EHCP in consultation with staff, parents and pupils and including external agencies if an EHCP is needed
- f) Monitor progress, review and plan further action in line with the school cycle of assess, plan, do, review (APDR).

Provision for All

School provision is made available to all pupils, and it is important to recognise that *all teachers are teachers of Special Educational Needs and Disabilities*. Most pupils will make progress through the normal curriculum offered to all pupils. Pupil voice is considered to be of tantamount importance, to ensure that all parties contribute to pupil progress. Training for all staff ensures that all staff are aware of and seek to provide high quality teaching approaches for children displaying indicators of mild and specific learning difficulties.

SEND provision is extra provision for pupils who are experiencing persistent, more severe or complex learning difficulties which are becoming or have become a barrier to learning. This is usually denoted by the inclusion through

referral of an outside agency, such as Speech and Language Therapy, Occupational Therapy, Psychology Services, Thrive etc. (A list of outside agencies can be seen as an appendix).

All children in school with Special educational needs will need individualised support specific to their need. This will be provided by the class teacher in the classroom, through high quality planning and teaching. It may also include 1:1 support or small group learning with another member of staff. It may also include provision of specialist equipment or technology to support learning. Independence is supported, modelled, and facilitated both in the classroom and on the playground in order to allow children to form positive social relationships with peers and adults.

SEND Register

Any child who is receiving support that is additional to or different from universal provision will be included on the SEND register. Children who are registered on the SEND Register as having a special education need and/or disability will have an Individual Plan (IP) or support plan that is directly related to their need and written by either a professional (eg Speech and language therapist, thrive practitioner) or the class teacher. Smart targets will be planned and where appropriate, pupils will be involved in the planning of these targets. These will be discussed with parents and pupils at review meetings which will occur as needed, to ensure that all parties understand and know what the targets are. They may be linked to an EHC plan.

Individual pupils' needs are identified and provision is made by the class teacher to address specific difficulties. Through increased knowledge about the needs, the potential barriers to learning and how to seek to remove these barriers, teachers aim to create accessible learning environments through their ability to make reasonable adjustments to support all pupils. Teachers are aware of the importance of using strategies to support pupils' comprehension through the use of:

- Multi-sensory teaching strategies
- Regular re-capping and repetition in lessons to allow for overlearning
- The need to include small steps progression.

Children will be removed from the SEND register if they no longer require any support that is additional or different from the universal provision for all. Parents will be informed when children are added or removed from the SEND register.

Individual Plans and support plans

An Individual Plan (IP) and SEN support plan should only show that which is additional to or different from, the curriculum plan that is in place for all children. An IP will follow the assess, plan, do review cycle (APDR).

It should include:

- a) Assessments made and problem areas identified (ASSESS)
- b) A plan of action to be taken including identified roles and responsibilities (PLAN)
- c) Parents' opinion
- d) Pupil's opinion (may be written by pupil or a recorded oral response)
- e) Individual targets (that may be linked to EHCP outcomes)
- f) Strategies to achieve targets (DO)
- g) Monitoring of progress and identification of further action if necessary. (REVIEW)

Education, Health Care Plans (EHCP)

If children receiving specialist support, who have a targeted IP continue to experience persistent, severe difficulties with learning they may be referred to a specialist panel for consideration for an EHCP. This decision will be based on whether the provision arrangements within school cannot reasonably be provided within resources normally made available in school.

It includes:

- a) A pupil profile, including pupil opinion
- b) action to be taken and by whom
- c) parent opinion
- d) external agency opinions
- e) individual outcomes
- f) strategies to achieve outcomes
- g) cost implications
- h) review of progress and any recent test results.

If issued, an EHCP will be reviewed yearly. Parents, teaching staff, the pupil and external agencies will be invited to the review meeting. TA support is provided on a case by case basis. In the case of an EHCP, school will fulfil the requirements of this, where TA hours are specified.

Children with medical needs

Where a child with medical needs may be unable to attend school for long periods due to health needs, school will work proactively with parent(s)/carer(s), medical professionals, and if appropriate the voice of the child, to agree the appropriate level of provision and support for the pupil. (see also: supporting children with medical needs policy.)

An individual health care plan may be written to ensure that health needs are fully supported, especially on residential visits.

Resources

A proportion of the school's formula funded budget will be set aside to support provision for children with SEND. The governing body in liaison with the head teacher will review this annually. Resources will be reviewed annually and appropriate action taken where necessary within the constraints of the budget.

Complaints Procedure: Informal complaint and queries

These can be made verbally in the first instance to the class teacher or SENDCo who shall respond promptly and acknowledge the complaint made. If further records need to be checked or other staff consulted a reply will be made within 10 days. Further reference can be made to the Head if the above response does not address the issues to the satisfaction of the parent or guardian.

Complaints Procedure: Formal complaint and queries

These should be addressed in writing in the first instance to the Head and if still unanswered, to the chair of the Governing Body. There are further guidelines available which detail the procedures involved in any disagreements relating to action taken involving the Local Education Authority. The school are able to supply this information when requested by parents.

Disability and Discrimination Act 2002

Under this act from September 2002, "Schools are prohibited from discriminating against disabled children in their admissions arrangements, in the education and associated services provided by the school for its pupils or in relation to exclusions from the school.'

Also,

"Schools will be required not to treat disabled pupils less favourably for a reason relating to their disability and to take reasonable steps to ensure that they are not placed at a substantial disadvantage to those who are not disabled."

We have due regard for this Act within the physical restraints placed on us by the layout of the school.

Data Protection

All SEN files and reports adhere to our Data Protection Policy and General Data Protection Regulations (GDPR).

Conclusion

With our whole school inclusive approach to SEND, we aim to provide an inclusive school within which our children have access to a broad curriculum that gives them the opportunity to develop to their full potential. It is vital that all staff is aware of the procedures involved and that home and school are able to work in partnership. Other professionals will be consulted when necessary and will be included in the team approach to solving problems. Good communication is one of the most important factors in providing the right support for each child. Our special needs policy provides a framework from which positive partnerships may be forged between all the parties involved. By providing extra support we aim to promote the positive attitudes to learning that aid progress in all areas and enhance self-esteem.

GLOSSARY OF TERMS	
IP	Individual Plan
SENDCO	Special educational needs and disability coordinator
OT	Occupational therapist
EP	Educational Psychologist
Makaton	Sign language
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHCP	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or Disabilities
Multi-sensory	Resources that are accessed through a range of senses
CAMHS	Child & Adolescent Mental Health Service
EHA	Early Help Assessment
EMAS	Ethnic minority advisory service
TAC/TAF	Team around the child /family
ASD/C	Autistic Spectrum Disorder/condition
SLIP	Speech and language inclusion partnership
SLD	Severe Learning Difficulty
PMLD	Profound and multiple learning difficulties
SPLD	Specific learning difficulties
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
VI	Visual Impairment
HI	Hearing Impairment

MSI	Multisensory Impairment
PD	Physical Disability
RUH	Royal United Hospital, Bath
SENS	Specialist Special Educational Needs Service
LA	Local Authority
BANES	Bath and North East Somerset
APDR	Assess, plan, do , review cycle
SASS	Specialist Autism support service
A&WSS	Attendance and welfare support service