



Our Christian Vision:

Through teaching children what it means to 'Love your neighbour as yourself' (Matthew 22), we strive to secure the foundations for happy, healthy individuals with the highest aspirations who can live life in all its fullness.

Introduction

This policy complies with the statutory requirements laid out in the **Special Educational Needs (SEN) and Disability Code of Practice 0 -25 (2014)**. It has been written with reference to, and should be read in conjunction with, the following documents :

- *Equality Act 2010 : Advice for Schools DfE Feb 2013*
- *Statutory Guidance on Supporting Pupils at School with Medical Conditions*
- *The National Curriculum in England Key Stage 1 and 2 framework document*
- *Bishop's Tachbrook Primary School SEN Information Report*
- *Bishop's Tachbrook Primary School Safeguarding Policy*
- *Bishop's Tachbrook Primary School Accessibility Plan*

The governing body will review this policy in the light of any new legislation that arises.

Objectives of the SEND policy

In making provision for pupils with SEND, in line with the SEN Code of Practice (2014), our aims and objectives are:

- to ensure that all children, regardless of whether they have SEND, have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs;
- to ensure that the special educational needs of children are identified, assessed and provided for from the earliest possible age;
- to implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review cycle;
- to ensure that all partners in the process of meeting a child's individual needs understand and fulfil their responsibilities;
- to have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs;
- to ensure, in particular, that all school staff understand and fulfil their roles and responsibilities in recognising and addressing the individual needs of all children;
- to develop a culture of inclusion, valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods;
- to employ a collaborative approach with learners with a SEN or disability, their families, staff within school and other external agencies, including those from Health and Social Care;
- to set appropriate individual outcomes for pupils, based on prior achievement, high aspirations and the views of the child and family;
- to ensure that all necessary resources are made available to meet pupils' individual needs.

Definition of Special Educational Needs

The Special Educational Needs and Disability Code of Practice 0 -25 (2014) states that: *“A child or young person has SEN 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 has a learning difficulty or disability if he or she :

- *has a significantly greater difficulty in learning than the majority of others the same age; or*
- *has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age”.*

Many children and young people who have a special education need may have a disability under the Equality Act 2010 – that is *“...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities”.*

This definition includes children and young people with long term medical conditions such as asthma, diabetes and epilepsy. Children and young people with such conditions do not necessarily have SEND, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

The *Special Educational Needs and Disability Code of Practice 0 -25 (2014)* outlines the following as broad areas of need for which additional SEND support may be necessary :

- **communication and interaction;**
- **cognition and learning;**
- **social, emotional and mental health difficulties;**
- **sensory and/or physical needs;**
- medical conditions (see above)

Special educational needs provision in school

This school provides a broad and balanced curriculum for **all** children. The National Curriculum forms our basis for planning teaching which meets the specific needs of individuals and groups of children.

Provision for children with SEND is a matter for the school as a whole. **All teachers are teachers of Special Educational Needs & Disabilities. Every teacher is 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.**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Where a pupil is identified as having SEND, school will take action to remove barriers to learning and put effective SEND provision in place. The school will follow the **Assess, Plan, Do, Review** model, highlighted in the Code of Practice 2014, to ensure that this provision meets the needs of the individual child, is having the desired impact and remains relevant to the child.

Identification, Assessment and Provision

Class teachers regularly assess children as part of their daily teaching in school; this is monitored by the Senior Leadership Team at least termly. Where it is identified that a child is making inadequate progress or is falling behind their peers, additional support will be provided under the guidance of the class teacher. Where pupils continue to make inadequate progress, despite support and high quality teaching, and where a child is experiencing a significant delay in their learning or other area of development, the class teacher will work with the school’s SEND Coordinator (SENDCO) to assess if the pupil has a significant learning difficulty and agree appropriate support. At this point, teachers will work with the child and parents/carers to ensure that planning to meet these needs is put in place as soon as possible and, if necessary, further advice from

an external professional may be sought; this will involve discussion and agreement with the pupil's parents/carers.

Assess, Plan, Do, Review

Where a pupil is identified as having SEND, the SEND provision and support put in place is referred to as the **graduated response – assess, plan, do, review**. This cycle will fit in to termly Pupil Progress meetings and an additional meeting will be scheduled for school staff, parents, pupils and outside agencies to review the provision and plan interventions.

Assess : The class teacher, working with the SENDCO, will carry out an analysis of the pupil's needs. The pupil's development in comparison to their peers and assessment data will be considered along with the parent's views and, where appropriate, with advice from external support services. These will be recorded on the child's Personal Learning Profile (PLP) and provision map.

Plan : Parents/carers, with their child if appropriate, will meet with the class teacher and the SENDCO to decide on the intervention and support to be put in place as well as the expected outcome (using success criteria) on progress and development. This will be recorded on the PLP and there will be a date agreed for reviewing the PLP; these are generally reviewed termly, although this may depend on the level of need. The PLP will identify the areas of needs, the support and resources required and measurable targets. The support will be delivered by staff with appropriate skills and knowledge.

Do : The class teacher is responsible for working with the pupil on a daily basis and will work closely with teaching assistants and external agencies involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the class teacher in the further assessment of the pupil's needs. The class teacher is responsible for the daily implementation of the Personal Learning Profile and ensuring any adults working with the child are fully aware of their needs and support required to enable them to access the curriculum to their full potential.

Review : The provision on the PLP will be reviewed regularly, with a termly meeting scheduled to review and evaluate the impact and quality of the support and interventions. Parents/carers will be given information about the impact of the support and interventions provided in school, enabling them to be involved in planning the next steps. Where appropriate, other agencies will be asked to contribute to the review, either by attending the review meeting or through providing a written report. Where a pupil has complex needs involving more than one agency, it will depend on the pupil's needs and the frequency of the educational reviews, as to whether external agencies attend each review. The review will then feedback in to the analysis of the pupil's needs; then the class teacher, working with the SENDCO, will revise the support accordingly. Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement from other specialists or external agencies, with permission from parents/carers.

Our school benefits from the support of a number of agencies including Specialist Teaching Service, Integrated Disability Service, Educational Psychology Service, Speech & Language Therapists, Health, School Counsellor, Children's Services and Parent Partnership. Permission from parents or carers will be obtained before accessing support with any external support services.

Education, Health and Care (EHC) Plans and assessments

Where a request for statutory assessment (formerly referred to as a Statement of SEN) is made to the Local Authority (LA), the child will have demonstrated a **significant cause for concern and, despite the school having taken relevant and purposeful action (supported by an EP / STS) to identify, assess and meet the SEN and/or Disabilities of the pupil, the child has still not made expected progress.**

The purpose of an EHC plan is to ensure appropriate provision to meet the special educational needs of the child; to secure the best possible outcomes for the child or young person across education, health and social care and to prepare them for adulthood.

The LA will seek evidence from the school that the child has been supported for a reasonable amount of time without success and that a number of strategies have been put in place (as directed by an Educational Psychologist). The LA will need clear information about the child's progress over time, documentation relating to strategies used to deal with the child's individual needs, including any special arrangements that are put in place. Reports from external agencies involved with the child will also be requested. The LA will determine whether a statutory assessment of needs is required.

To achieve this, the LA will use the information from an EHC assessment to:

- establish and record the views, interests and aspirations of the parents and child;
- provide a full description of the child's special educational needs and any health and social care needs;
- establish outcomes across education, health and social care based on the child's needs and aspirations;
- specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes.

Where an EHC plan is issued, the LA will consider how education, health and care provision will be coordinated to achieve the outcomes identified for the child. The school and the other agencies must demonstrate that they are working towards the outcomes highlighted in the plan and can evidence the impact of this support on the child's attainment and progress.

The LA will decide whether an EHC plan is necessary or whether the child's needs can be met through Additional SEN support (ASS) within school. The school will liaise with parents throughout the process. Where an EHC Plan is issued, the LA will review the plan every twelve months, therefore an annual review will be held in school on behalf of Warwickshire LA to complete the appropriate paperwork for this process.

Roles and responsibilities

It is the responsibility of **all staff** to promote and maintain an inclusive ethos within the school.

The role of the SENDCO

In our school, the Special Educational Needs & Disability Coordinator (SENDCO) :

- oversees the day-to-day operation of the school's SEND policy and maintains the SEND register;
- coordinates provision for children with SEND and maintains the provision map, which shows the range of additional support provided for pupils in our school;
- liaises with, advises and supports colleagues;
- manages learning support assistants/teaching assistants;
- contributes to the professional development of all staff, in relation to understanding and meeting the needs of pupils with SEND;
- oversees the records and/or assessments of all children with SEND;
- oversees the writing and provision of Personal Learning Profiles (PLPs);
- arranges and attends PLP reviews for children with an EHCP and for children supported at Additional SEN as appropriate;
- liaises with parents and carers of children with special educational needs, in addition to the class teacher;
- oversees the allocation of resources (human and equipment) required to support children with SEND;
- liaises with external agencies including the LA's support and Educational Psychology services, Health and Children's Services;
- monitors and evaluates the SEND Policy, and provides termly reports to the Governing Body.

The role of the headteacher

The headteacher is the named 'responsible person' for ensuring that the needs of pupils with special educational needs are met. S/he oversees and line manages the work of the SENDCO. In particular cases, the headteacher may liaise with external agencies and the LA, and will chair annual reviews for children with an EHCP.

The role of the governing body

The governing body has due regard to the SEND Code of Practice when carrying out its duties toward all pupils with special educational needs. A governor has been identified by the governing body to have specific oversight of the school's provision for pupils with SEND.

The SEND governor liaises closely with the SENDCO and ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel, and the effectiveness of this policy. The governing body does its best to secure the necessary provision for any pupil identified as having SEND and to ensure that all teachers are aware of the importance of providing for these children.

Allocation of resources

The SENDCO is a member of the Senior Leadership Team. S/he is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an EHCP.

The headteacher and SENDCO meet regularly to agree on how to allocate and use the SEND funding. The SENDCO draws up the necessary resources, including human and materials, when the school is planning its budget. The headteacher and/or SENDCO inform the governing body of how the funding is allocated to support special educational needs.

Partnership with parents and carers

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. The school works closely with parents and carers in the support of those children with SEND. We encourage an active partnership through an ongoing dialogue with parents and carers. Parents and carers have much to contribute to our support for children with SEND. Through termly SEND review meetings, or bi-annual parents' meetings, we share the progress of pupils with SEND with their parents or carers. We discuss with parents/carers any outside specialist support, and seek to involve them in decision-making about the provision planned for their child.

Pupil participation

In our school, we encourage children to participate in decisions made about their provision. They are involved in reviewing and agreeing targets through age-appropriate means. In many cases, particularly for older pupils, it may be appropriate for them to attend the PLP review meeting.

We ensure we celebrate their successes with them through rewards linked to the PLP and whole school systems.

Monitoring and review

The SENDCO monitors the progress of children on the SEND register. S/he provides staff and governors with regular summaries of the impact of our policy on the effectiveness of our SEND provision.

The SENDCO and the headteacher meet regularly to review the work of the school in this area. The SENDCO and the named governor with responsibility for SENDCO hold termly meetings to monitor and review the effectiveness of this policy.