



Bayards Hill
Primary School

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Policy Name

Special Educational Needs and Disability Policy 2018 - 2019

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The update of this policy is the responsibility of the Inclusion Manager

Review Date: September 2019

Bayards Hill Primary School

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Introduction

The Governors and staff of Bayards Hill Primary school recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all children can develop to their full potential and become confident, independent individuals.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need.
- promote positive attitudes and individual confidence, ensuring all children experience success.
- identify, assess, record and regularly review children's needs.
- encourage parents/carers to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services in school and out of school.

What are Special Educational Needs?

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child has special educational needs (often referred to as SEND) if he or she has 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 she or he:

- 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 educational facilities of a kind generally provided for others of the same age in mainstream schools

The kinds of special educational needs for which provision is made at the school

Children at Bayards Hill School may have a range of special educational needs and disabilities (SEND). These may include, but are not limited to:

Communication and interaction:	Speech, Language and Communication needs; Autistic Spectrum Disorder, including Asperger's and Autism
Cognition and Learning	Learning difficulties; Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia Moderate Learning Difficulty Severe Learning Difficulty

	Profound and Multiple Learning Difficulties
Social, emotional and mental health difficulties	Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
Sensory and/or physical:	Hearing Impairment Visual impairment Physical disability Multi-Sensory impairment

We meet the requirements of the Disability Discrimination Act (DDA) 1995 and the requirements of the Equalities Act (2010).

Where children with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting children at school with medical conditions (Department for Education, 2014). Please see the Supporting children with medical conditions policy.

Provision for children with SEND is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded on the SEND Pupil Profile and reviewed with parents/carers three times a year.

How we identify children with SEND

The progress of all children is assessed at regular intervals by staff as part of the school's tracking process. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND. All those working with children are alert to emerging difficulties and respond accordingly as early intervention is vital.

In deciding whether to make special educational provision, the Headteacher and Special Educational Needs Coordinator (SENCo) consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the children and their parents. Bayards Hill School recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development.

Criteria for identifying SEND may include:

- A child's early history and/or parental concern
- A child who arrives with low attainment levels from another school
- Low Early Years Foundation Stage profile/development
- A pupil's lack of progress despite receiving a differentiated curriculum and targeted interventions
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age

- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems

Our approach to teaching children with SEND

Children with SEND are inclusively educated in an age appropriate classroom with their peers through quality first teaching. Teaching and resources are differentiated within the classroom to ensure children are able to achieve the learning objectives and make good progress. If additional support is identified as necessary, children take part in planned, evidence based interventions which are provided at a suitable time. Support is personalised and targeted. Adults working with a child with SEND communicate regularly to ensure there is a consistent approach to teaching and learning.

How the school adapts the curriculum and learning environment for children with SEND

Class work is differentiated to suit the individual learner's needs. Children work individually or in small groups with teachers and teaching assistants (TAs) to ensure there is quality first teaching for all. Children with SEND may have a preference to work at their own table and may require additional resources to ensure they can access the learning, for example a fidget toy/chew toy.

Additional support for learning that is available to children with SEND

When children require additional support we will deliver interventions to individuals/small groups. These are recorded on an intervention tracker, which feeds into a whole school provision map (so that progress can be fully tracked and monitored). Teaching Assistants, teachers and specialist staff are trained in delivering a range of specific interventions. Differentiated resources are used to support children with SEND to foster independent learning. We seek support from outside agencies where necessary such as educational psychologists, speech and language therapists, and behaviour support services.

Activities that are available to children with SEND in addition to those available in accordance with the curriculum

All children have access to a wide range of extra-curricular activities. Additional adults can be made available to support children with more complex needs if they wish to participate in any of these activities. All children are encouraged to go on school trips and residential stays, whatever their needs.

Support that is available for improving the emotional and social development of children with SEND

The following resources are available to children at our school:

- "There's a Volcano in my Tummy"
- Social Stories
- Lego-based Therapy
- Zones of Regulation
- ELSA
- Play therapy
- Speech and Language Therapy

- Support from outside agencies, such as CAMHS and Point 5
- Learning Support for children to talk to during times of stress.

How the success of the school's SEND provision and the progress of children with SEND is evaluated

We monitor the effectiveness of the provision for children with SEND and the progress they make in the following ways:

- Pupil progress is monitored through the use of a whole school Pupil Tracker as well as individual intervention trackers which inform our evaluation of the provision map.
- Pupil progress meetings with parents/carers (SEND Clinics) look at progress, provision and targets and are undertaken three times a year.
- Diagnostic assessments (including Salford reading and Sandwell maths assessments) are used to track progress and inform individual intervention trackers.
- Termly class based assessments and optional SATS tests.
- Classroom SEND observations.
- Pupil Profile reviews three times a year with parental and pupil input.
- Parent consultations and Annual Report.
- Target setting with children.
- We continuously review progress before, during and after interventions and through differentiated class-based activities and assessments delivered via Quality First Teaching.
- The SENCo and/other members of the Senior Leadership Team SLT hold learning walks/observations to review effectiveness of provision.
- Monitoring of procedures and practice by the link SEND governor three times a year.
- School self-evaluation.

Roles and responsibilities

Provision for children with SEND is a matter for the school and childcare as a whole.

Governors

The Governors of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school and childcare's work, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any pupil who has special educational needs. They should determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

An appointed representative from the governing body is actively involved in self-review, with the Headteacher and SENCo, of the provision for children with SEND and implementation of the policy within the school.

SENCo

The Special Educational Needs Coordinator is Amy Jones. She works closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for children with special educational needs. The SENCo is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND

- ensuring the involvement of parents and carers from an early stage and liaising with parents of children with SEND
- advising on a graduated approach to providing SEND support, liaising with and advising other members of staff
- helping to identify children with special educational needs, assessing and planning for progress
- maintaining the school's special needs register
- acting as Designated Teacher for Looked After Children
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- liaising with early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next providers of education to ensure a children and their parents are informed about options and a smooth transition is planned
- regularly liaising with the governors' representative

Headteacher

The Headteacher has overall responsibility for the management of provision for children with SEND and keeps the governing body fully informed and works closely with the SENCo.

Teaching Staff and Teaching Assistants

Class teachers are involved in the development of the school's SEND policy and implement the procedures for identifying, assessing and making provision for children with SEND, including planning for differentiation. The identification of SEND is built into the overall approach to monitoring the progress and development of children. Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Co-ordinating and managing provision

The SENCo meets with class teachers to give support and advice. SEND policy and provision are discussed regularly in order to raise the achievement of children with SEND. Special needs provision is an integral part of the School Development Plan. The SENCo oversees the provision using provision mapping. The SENCo meets regularly with the Teaching Assistants to review progress and give advice, and monitors the placement of TA support throughout the school. This is dependent on the Special Needs requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns.

Parents/carers are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENCo also liaises with parents. Children with statements or Education, Health and Care Plans have an Annual review with the SENCo.

Where there is a concern that parents need extra support, the staff would refer them to the learning mentors or Family Liaison Officer; Anna Hogg, within the school team. If additional support is needed an Early Help Assessment will be carried out with the parents/carers. *Please refer to the Child Protection Policy.*

Bayards Hill School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All children are welcome at this school, including

those with special educational needs, in accordance with the Oxfordshire County Council Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a statement or Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Specialist training among the staff

The school and childcare are committed to gaining further expertise in the area of SEND in education. Current training includes school-based whole school INSET, training sessions for TAs and lunchtime supervisors, SENCo and TA group meetings, attendance at County meetings and the reading and discussion of documents on SEND. Individual staff development is provided by various higher education institutions. Staff meetings are arranged to respond to the particular needs of the school. The training needs of the staff including TAs are reviewed as part of the CPD process in school.

Arrangements for the induction of newly qualified teachers (NQTs) and new staff into the school's policy and SEND procedures are detailed in the Staff Handbook.

Specialisms and Special Facilities

Children's specific needs are discussed with parents/carers when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have a responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child, including the Visual Impairment Team and the Hearing Impairment Team. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy).

The SENCo and governor with responsibility for Special Needs liaise regularly to discuss provision within the school for all children with SEND.

Links with other agencies, organisations and support services

The school are able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the Headteacher or SENCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, then additional information may be required e.g. the service's own checklist, and information about strategies already in use. The SENCo holds contact addresses and request forms for other agencies and support services.

Partnerships with parents

Our school believes that good communication between parents/carers and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with SEND to achieve their potential. Parents/carers are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is

opportunity for parents to discuss their child's needs, progress and strengths at Parents evenings and Special Needs Review meetings (SEND Clinics). Parents/carers are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents/carers are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents/carers are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the Parent Partnership Service (SENDIASS) is given to parents/carers so they may use it if they wish, and information is available for parents/carers of children with learning difficulties/disabilities in school. Parents/carers have right of access to records concerning their child.

The arrangements for consulting with you people with SEND about, and involving them in, their education

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. We encourage children to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Children are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

Transfer arrangements

The SENCo, class teachers and Headteacher liaise over the internal transfer of children with SEND. Placements are considered carefully in order to meet a child's particular needs, and children visit their new class before transfer.

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Representatives from the Secondary Schools visit to talk with the children. The SENCo, learning mentors and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school.

For children with Statements or Education, Health and Care Plans, the child's statement should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENCo of the receiving school will be invited to the final annual review in primary schools of children with statements or Education, Health and Care Plans where the particular school has been named.

Allocation of resources

All schools in Oxfordshire receive funding for children with SEND in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENCo.
- The notional SEND budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to children with statements or Education, Health and Care Plans (EHCP).

Bayards Hill School, as part of normal budget planning, has a strategic approach to using resources to support the progress of children with SEND. The school provides additional support up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.

Complaints procedures

If a parent or carer is concerned about the SEND provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or SENCo, to discuss the concern. Parents/carers can request an appointment with the Headteacher directly.

The Parent Partnership Service (SENDIASS) is available to support parents in meetings concerning their child's progress and welfare. Parent Partnership can be contacted on 01865 810516 or through their website: <https://www.oxfordshire.gov.uk/cms/content/contact-parent-partnership>

In the event of a formal complaint concerning SEND provision, parents/carers are advised to contact the Headteacher; Rachel Medley and follow the Oxfordshire LA procedure in the first instance. Parents/carers may also contact the Governing Body. Government publications regarding parents' rights are available in school.

Contact details of support services for the parents of children with SEND

The Local Authority publishes details of all support services on offer for children with SEND. This information can be found on the following website:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-SEND>

Appendix

Advice and information for parents and young people

(1) A local authority in England must arrange for the parents of children for whom it is responsible, and young people for whom it is responsible, to be provided with advice and information about matters relating to the special educational needs of the children or young people concerned.

(2) The authority must take such steps as it thinks appropriate for making the services provided under subsection (1) known to—

(a) the parents of children in its area;

(b) young people in its area;

(c) the head teachers, proprietors and principals of schools and post-16 institutions in its area.

(3) The authority may also take such steps as it thinks appropriate for making the services provided under subsection (1) known to such other persons as it thinks appropriate.