

## SEND Policy and Information Report



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HISTORY OF AMENDMENTS FROM OCTOBER 2018 – SCHOOL OWNED POLICY	
SEND Policy and Information report merged October 2018	New policy to reflect current practice and combine 2 documents
SEND Policy fully overhauled March 2020	To reflect current practice

# Special Educational Needs & Disability Policy

March 2020

## Table of Contents

1. Purpose of this policy.....	3
2. Aims.....	3
3. Legislation and Guidance.....	3
4. Definitions .....	3
5. Our approach to SEND.....	4
6. The kind of SEND provided for .....	5
7. Inclusive education.....	5
8. The Social and emotional development of our pupils.....	6
9. Identification of pupils with SEN.....	6
10. Meeting the needs of pupils with SEN – School Support- .....	8
11. Assessment and monitoring progress.....	8
12. Involving parents.....	9
13. Working with other professionals.....	10
14. Education and Health Care Plans (EHCPs) and Annual Reviews.....	10
15. Preparing for transition.....	11
16. The Local Authority Local Offer.....	12
17. Staff expertise and training.....	12
18. Complaints.....	13
19. Monitoring arrangements.....	13
20. Links to other policies.....	13
21. Appendix – roles and responsibilities.....	14

## Purpose of this document

This document sets out how Bearwood Primary School provides support to ensure that children who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response to providing support which will enable all our children to succeed and have high aspirations.

## Aims of Bearwood's SEND Policy

The aims of this policy are to explain how we

- work within the guidance provided in the SEND Code of Practice 2014 and other relevant legislation
- identify and provide for children with special educational needs
- monitor the progress of children with SEND
- create an environment that helps every child participate fully and effectively in lessons and other aspects of school life and achieve their potential
- work in partnership with parents / carers
- enable pupils to have their voice heard
- work in partnership with the Local Authority and other outside agencies to ensure a multi-professional approach to meeting the needs of all vulnerable learners
- ensure that all staff have access to training and advice to support quality teaching and learning for all children

## Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014) and the following legislation:

- Part 3 of the Children and Families Act 2014 which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational needs and Disabilities Regulations 2014 which set out schools' responsibilities for Education, Health and Care (EHC) plans, Special Educational Needs Co-ordinators (SENCOs) and the SEN information report

## Definitions

### The Definition of Special Educational Needs

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he/she

- Has significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders them from making the use of educational facilities of a kind generally provided for others of the same age in schools, or
- Is under five and falls within definitions (above) or would do if special educational provision was not made for the child

## Definition of a Disability

The Equality Act 2010 defines disability as ‘...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.’ ‘Long term’ is defined as over a year and ‘substantial’ means ‘more than minor or trivial’. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children with special educational needs will also have a disability.

## Definition of Special Educational Provision

The Code of Practice defines special educational provision as the educational provision that is additional to or different from that made generally available for other children of the same age.

## Medical and Health Conditions

Many children with medical or health conditions will not have special educational needs and their full access to learning and progress will be achieved by making reasonable adjustments, as outlined in The Equality Act 2010.

Some children with long term health conditions should have an ‘Individual Health Care Plan’ (IHCP) which addresses their health, safety and wellbeing whilst in the early years or school setting. The Department for Education (DfE) has published some guidance ‘Supporting pupils at school with medical conditions’ which can be found at

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

## Our Approach to SEND

At Bearwood we recognise that every teacher is a teacher of children with special needs and that class teachers are responsible for the outcomes of all children in their class, including those with SEND. Provision at all levels of support should be effectively managed by the class teacher with support from the SENCO, who has responsibility for coordinating whole school provision.

As a school we aim to:

- Provide all children with a broad and balanced, inclusive curriculum that enables them to make progress and achieve their best
- Remove barriers to learning by providing high quality teaching which is appropriately differentiated to meet the needs of groups and individuals
- Identify, assess and make provision for children with SEND as early as possible
- Encourage children to be as independent as possible
- Fully include all children, including those with SEN, in the life of the school. This may mean making additional arrangements to allow them to take part in some activities
- Work in partnership with parents / carers
- Develop the skills of all staff in the identification, assessment of and provision for children with SEND

## The kind of SEN provided for

Many children experience difficulties in learning at some time during their education. If these difficulties are significantly greater than the majority of children of the same age, or they have a disability which hinders their use of educational facilities provided for the age group, then they are

considered to have Special Educational Needs (see Definitions, above). National figures suggest that as many as 1 in 5 children and young people are, at some stage, considered to have special educational needs.

Some children may need support over a long period of time while others may only need support for a short time. At Bearwood, teaching will be adapted to meet children's needs which may be in these four broad areas, as identified in the Code of Practice:

1. Communication and Interaction – including children on the autism spectrum and those with speech, language and communication difficulties (SLCN)
2. Cognition and Learning – including Dyslexia, Dyscalculia and Working Memory Difficulties
3. Social, Emotional and Mental Health Difficulties – including Attention Deficit Hyperactivity Disorder (ADHD) and anxiety disorders
4. Sensory and / or Physical Needs – including visual and hearing impairments

We understand that a child's needs may cut across all these areas and needs may change over time.

We recognise that the following are NOT SEN but may impact on progress and attainment:

- Disability / medical and health needs (these are not *automatically* considered a SEN – see Definitions section)
- Poor attendance and punctuality
- English as an Additional Language
- Being in receipt of pupil premium
- Being a looked after child (LAC)
- Being a child of a serviceman/woman

### Inclusive Education

We believe it is essential for all children to be included in all aspects of school life. Adaptations will be made as appropriate to enable full participation in all activities including break / lunchtimes, assemblies, clubs, productions, swimming lessons, sports and school visits.

As a school, we monitor the participation of SEND pupils in such activities to ensure that they are taking a full part in the life of the school.

We prioritise access to Quality First Teaching, with appropriate differentiation, for all pupils and any withdrawal from class for SEN interventions must be considered very carefully. Children who already find lessons difficult will find it hard to cope with disrupted and missing lessons. There will however be times when children are withdrawn for very clear purposes and for very specific periods of time. These may include specific speech & language / physiotherapy / occupational therapy programmes, pre-teaching and intervention programmes such as Precision Teaching, Colourful Semantics, Accelerated Learning Targets and Attention Autism.

## The Social and emotional development of our pupils

At Bearwood Primary School we ensure that all pupils develop their emotional understanding of themselves and of others and also their own social skills and awareness of social situations.

We provide support for pupils to improve their emotional and social development in the following ways:

- We have many strategies which are part of our curriculum and they are embedded in our everyday classroom practice and school ethos. These include PSHE, Gerald Awards (for Growth Mindset), Values assemblies and various praise and reward systems
- We have a weekly Celebration Assembly where academic and personal successes are celebrated with the whole school
- For children who require the support, we explicitly teach social skills as well as ways to recognise and manage emotions
- We have a zero tolerance approach to bullying and enable both parents and children to report incidents quickly.

## Identification of Pupils with SEN

At Bearwood, we follow the recommendations of the SEN Code of Practice 6.38:

In deciding whether to make special educational provision, the teacher and SENCo / Inclusion Leader should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

- Pupils current skills and levels of attainment will be assessed on entry to nursery / school
- Class teachers will make regular assessments of progress for all pupils and identify those whose progress
  - is significantly slower than that of their peers starting from the same baseline
  - fails to match or better the child's previous rate of progress
  - fails to close the attainment gap between the child and their peers
  - widens the attainment gap
- Pupils' progress is tracked and monitored through regular pupil progress meetings by senior leaders. Those pupils at risk of underperformance are identified and supported at an early stage.

Procedures for identifying SEN:

- If staff are concerned about the progress a pupil has made in any of the 4 SEN categories they (a) highlight areas of concern on the SEN Pathways document, put into place some of the suggested strategies and monitor progress and (b) if after 4 weeks there is still a concern, they alert the SENCO by completing a Cause for Concern form which includes current concerns , actions and impact of actions

The Senco may be alerted to a SEN concern through any of the following:

- Staff Cause for Concern alert form
- Identification at a pupil progress meeting
- A parent may raise a concern with the class teacher or directly with the SENCO
- Liaison with previous staff when a pupil transfers from another school / setting

Once alerted, the SENCO will assess whether there is a potential barrier to learning for the pupil, using some or all of the following as appropriate:

- Feedback from discussions with parents, pupil and staff
- Evidence of the impact of differentiation and other provision already in place
- Pupil attainment and progress data / standardised test scores
- Attendance and behaviour data
- Observations of the pupil
- Analysis of the pupil's work
- Relevant assessments / checklists
- Advice from external professionals at the Wokingham School Planning Meeting (SPM)

We make a clear distinction between 'underachievement' and special educational needs. Some children may, for various reasons, be underachieving but will not necessarily have special educational needs. We therefore aim to spot this quickly and put in place appropriate short-term interventions to help these pupils catch up.

Our long-term aim is for children to 'keep up not catch up', with the emphasis on high quality teaching differentiated for individuals.

#### EAL Pupils – English as an Additional Language

We recognise that 'difficulties related solely to limitations in English as an Additional Language are not SEN' (Code of Practice 6.24). We know that there is no evidence to suggest that bilingual pupils are more or less likely than other pupils to have a special educational need. For this reason, we continually monitor our SEN register to ensure there is no evidence of over or under representation of bilingual pupils. We only place pupils on the SEN register when we consider they have needs which are additional to their need to learn English as an additional language.

If we have a concern that an EAL pupil has a special educational need then in addition to the usual procedures, as outlined above, we will

- Arrange for a full interview with parents / carers using an appropriate translator if possible, to obtain information on the child's family, education, language and medical background
- Track the progress of the pupil's level of English language development using the Devon EAL Assessment Framework
- Check that EAL strategies are in place in the classroom and that additional EAL support, such as Racing to English, is provided and the impact monitored
- Refer to the DfE Triggers for Concern document and the Portsmouth EAL or SEN Filter questions to establish if the pupil's primary needs are EAL or SEN

## Meeting the needs of pupils with SEND – School Support

Once a pupil has been identified as requiring SEND support and placed on the SEN register, an Individual Support Plan with personal targets is put in place so that progress can be closely monitored and additional support can be put in place as required.

There may be a need to request further assessments and advice from external professionals / agencies such as Learning Support Service (LSS), Speech and Language Therapist (SALT), Educational Psychologist (EP) or Foundry Outreach.

We will make provision that is 'additional to' or 'different from' what is usually provided for all pupils, in order to overcome barriers to learning. This may include:

- Specialist equipment or resources such as coloured overlays and wobble cushions
- IT programmes such as Clicker 8, touch typing or Nessy spelling
- Small group or one-to-one intervention programmes with a teacher or learning support assistant. E.g. Emotional Literacy Support (ELSA), Colourful Semantics, Attention Autism programme or Accelerated Learning Targets (ALTs)
- Individual therapy programmes recommended by external professionals such as speech & language therapists, physiotherapists or occupational therapists
- Personalised strategies recommended by external agencies such as Learning Support Service or Foundry Outreach Service

For some children, particularly those whose primary needs are related to physical / sensory or social, emotional and mental health, a one-page Pupil Strategies document will be put in place to record adaptations and monitor progress. Some children will also require an Individual Behaviour Plan or an Individual Health Care Plan depending on their needs.

Plans will be stored electronically in a central, confidential file so the SENCO can easily monitor provision. Additionally, paper copies will be kept in the class Inclusion File which will be used as working documents by teachers and support staff.

The class teacher will be responsible for the implementation of individual plans on a daily basis, with the support of the Senco. Progress towards the set targets will be reviewed on a termly basis, taking into account the views of parents and pupils, and new targets set as appropriate.

## Assessment and Monitoring Progress

Bearwood uses a graduated response as part of the Assess, Plan, Do, Review model outlined in the Code of Practice.

Assess	The class teachers and, if necessary, the SENCO or professionals from external agencies, assess the needs of the individuals. They will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment and behaviour, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views.
Plan	We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.
Do	We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.
Review	We evaluate the impact of the support provided and consider whether changes to the support need to be made.



A whole-school provision map is used to gain an overview of all the provision made for SEND pupils across the school and to monitor pupil progress and the effectiveness of additional resources and interventions. Provision mapping enables us to see the impact of our SEN provision and identify any gaps or training needs.

### Involving Parents

Partnership with parents / families plays a key role in enabling children with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs.

We will have an early discussion with the pupil and their parents when identifying whether or not they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty
- we take into account any parental concerns
- parents are formally notified when it is decided that a pupil will receive SEN support
- everyone understands the agreed outcomes sought for the pupil
- everyone is clear on what the next steps are

Once identified as SEN we will involve parents by:

- keeping them fully informed at all stages of the special needs process
- having regular meetings to review the progress of their child's needs with class teachers
- encouraging them to play an active role in their child's education
- listening to and taking into account their knowledge, views and wishes

Where children with identified SEN are 'looked after' by the local authority we have an additional role as we are all corporate parents. The SENCO works closely with foster parents and specialist services including social workers and the Virtual Head teacher and ensures that there is an up-to-date Personal Education Plan (PEP) in place which is regularly reviewed.

Parents have access to the Inclusion Lead / Senco through a school email address:

[Senco@bearwood-pri.wokingham.sch.uk](mailto:Senco@bearwood-pri.wokingham.sch.uk) , by booking an appointment at parents' evenings or by contacting the school office to arrange an appointment. Parents also have access to the school's website which has a section dedicated to SEN.

For free, confidential, impartial advice, guidance and support, parents can contact Wokingham SENDIASS:

[https://directory.wokingham.gov.uk/kb5/wokingham/directory/service.page?id=V\\_v5R2e-Qew](https://directory.wokingham.gov.uk/kb5/wokingham/directory/service.page?id=V_v5R2e-Qew)

### Working with other professionals and practitioners

If a child makes little or no progress despite the implementation of specific strategies, adaptations and interventions, specialist professionals from outside agencies may be consulted, with parental consent. Specialists may provide additional assessments, advice and training and detailed therapy plans to be carried out by school staff.

All advice and plans from external specialists are shared with parents and relevant staff. Even where external agencies are involved and LSAs deliver therapy plans the class teacher, supported by the SENCO, has ultimate responsibility for pupil outcomes.

Agencies we work with include:

- Educational Psychologists (EP)
- Learning Support Service (LSS)
- Speech and Language Therapists (SALT)
- Child and Adolescent Mental Health Services (CAMHS)
- Foundry College staff who provide behaviour support, outreach and training
- Addington Outreach
- Children and Young People's Integrated Therapies (CYPIT) which has a range of occupational therapists and physiotherapists
- The School Nurse team

### Education and Health Care Plans & Annual Reviews

If a child has significant long term difficulties a request can be made to the Local Authority for a Statutory Education and Health Care Needs Assessment. This is usually requested by the school but can be requested by a parent.

A request for an assessment must be supported by evidence of the child's progress over time and the long term and sustained need for support which cannot reasonably be met by the school SEND budget.

The evidence will include:

- Previous individual support plans, targets and adaptations for the child
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- Information on the child's physical, social and emotional development and health needs, drawing on relevant evidence from clinicians / health professionals
- Attainment in terms of age related expectations
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents / carers

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral.

If an Education Health Care Plan is issued, the pupil will be given individual targets and outcomes and may be supported in a variety of ways. This could include working with a learning support assistant in a small group or on a one-to-one basis, having access to specialist equipment and therapies, having movement or sensory breaks or having a personalised curriculum.

Where one-to-one support is provided as part of an EHCP, we have a policy of having a 'team around the child' rather than one named support assistant attached to a pupil. This is to avoid the pupil becoming too reliant on one adult and to encourage as much independence as possible.

The school is required to carry out an Annual Review of all Education Health Care Plans. The review will involve all those who work with the child as well as parents and the child him/herself. The focus is on progress and outcomes and how well the Plan is addressing the child's needs. Any amendments required will be discussed and passed on to the local authority for consideration after the Annual Review meeting.

### Preparing For Transition

We understand that change and transition can be stressful for children with SEN and therefore have a range of procedures and strategies for children with SEN who join our school, move to another class within our school, move onto secondary school or move to another school.

We prepare SEND pupils for the next stage of their learning in some of the following ways:

- When children join our school in Foundation Stage we will visit the child in their home environment or in their previous setting. They will meet their new teacher and will know what to expect when they start school. If it is appropriate, they will receive a transition booklet with photographs of their classroom and teachers.
- When children join our school in another year group we encourage parents and children to come into the school to have a tour and to meet the child's new teacher. Where possible we will contact the SENCO at the previous school. We will arrange for the child to have a buddy when they start at school to help to welcome them and help them to settle.
- When children move to another class within our school we have a structured approach to transition. Children are given the opportunity to spend some time with their new teacher in their new classroom. If required, some children will receive a transition booklet which includes photographs of new teachers and LSAs, explanations of any new routines and a welcome to the child. This can be taken home and shared with parents. Teachers are given time for transition meetings to discuss the needs of the children moving into their class.

### Secondary School Transfer:

- Y6 teachers meet with secondary school staff to pass on information about all children
- Secondary colleagues may be invited to school to meet SEND children
- There may be opportunities for extra transition visits to secondary school, depending on the child's needs
- It may be possible for an appropriate member of staff to accompany the child on the transition visit if it would be beneficial
- If a child has an EHCP, transition arrangements are discussed at the Annual Review meeting
- Foundry College may be asked to support individuals or groups of children with behaviour needs or anxieties to make a smooth transition

All SEND records are passed on to the new school.

## The Local Authority Local Offer for Children with Special Educational Needs

To support children, young people and their families the Children and Families Act 2014 requires all local authorities to set out a 'local offer'. This is a description of support and services which are available to children and young people who have SEND and their families, how services can be accessed and any criteria for accessing them.

Wokingham's local offer is published here:

<https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/>

Bearwood Primary School's contribution to the local offer is:

<https://directory.wokingham.gov.uk/kb5/wokingham/directory/service.page?id=h03abM51-Vk#localoffer>

### Staff expertise and training

- Our SENCo has the National Award in Special Educational Needs Co-ordination / Postgraduate Certificate in SENCO (University of Reading) and has completed training courses in a number of areas including autism, ADHD and mental health.
- The SENCo attends Wokingham Borough Council and local cluster SEN network meetings in order to keep up to date with strategies to improve outcomes for pupils with SEN.
- Specific SEND training is delivered to teachers and learning support assistants when required, which may be to individuals, groups of staff or the whole school. In recent years this has included training on autism, Dyslexia, speech & language, physiotherapy, occupational therapy and Emotional Literacy.
- All teaching staff receive Team Teach safe handling training once every three years.
- Staff have access to training through the Wokingham School Hub.
- All staff have received recent Safeguarding training. The Headteacher, Deputy Head and Inclusion Lead have been trained as Designated Safeguarding Leads.

### Complaints

- If you have any concerns or complaints about SEN provision in our school, they should initially be made to the class teacher at the earliest opportunity.
- If you feel that you are not happy with the response to your concerns then you should contact the SENCO.
- If this does not resolve the situation, you can speak to the Head Teacher and then the SEN Governor, Susan Jones.
- The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding provision of education and associated services, exclusions and making reasonable adjustments, including the provision of auxiliary aids and services.

### Contact details for raising concerns

Inclusion Lead / SENCo – Kay Clarke – [senco@bearwood-pri.wokingham.sch.uk](mailto:senco@bearwood-pri.wokingham.sch.uk)

Headteacher – Funmi Alder – [head@bearwood-pri.wokingham.sch.uk](mailto:head@bearwood-pri.wokingham.sch.uk)

Chair of Governors – Nicola Bruce – [nbruce@bearwood-pri.wokingham.sch.uk](mailto:nbruce@bearwood-pri.wokingham.sch.uk)

### Monitoring Arrangements

This policy will be reviewed annually and will also be updated if any major changes are made to the information during the year. It will be approved by the governing body.

### Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Teaching and Learning
- Safeguarding
- EAL

## **Appendix**

### **Roles and Responsibilities**

#### **1. The SENCo**

The SENCO is Kay Clarke

The SENCO will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with the Virtual School Head where a looked-after child has SEND
- Liaise with parents / carers of pupils with SEND
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### **2. The SEN Governor**

The SEN Governor is Susan Jones

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### **3. The Headteacher**

The Headteacher is Funmi Alder

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4. Class Teachers**

Each class teacher is responsible for:

- Providing a broad and balanced curriculum, adapting and differentiating where needed for the children in the class
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Directing LSAs working with the children in their class
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

#### **5. Learning Support Assistants (LSAs)**

LSAs are responsible for:

- Supporting children with SEN individually or within a group in the class as directed by the class teacher
- Delivering specific programmes e.g. Speech and Language Programmes as directed by the SENCo
- Keep the class teacher informed about pupils' progress towards their individual targets as outlined in their ISP or EHCP
- Attend Annual Reviews as necessary
- Liaise with the SENCo as required
- Attend training as necessary