

Bilston Church of England Primary School

‘Hand in hand towards faith and high achievements’



Bilston Church of England Primary School SEN and Disabilities Policy

Our Vision

‘Hand in hand together with faith we will strive to achieve all things’

‘I am able to do all things through him (Jesus) who strengthens me’

Philippians 4:13

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Bilston Church of England Primary School SEN and Disabilities Policy

We will aspire through our Christian beliefs and attitudes for all children in our care to flourish both academically and personally; develop respect for others and to reach out to their local and global communities, so, 'hand in hand together with faith we will strive to achieve all things...

'I am able to do all things through him (Jesus) who strengthens me.'

Philippians 4:13

This policy complies with the guidance given in the statutory instrument: SEND Code of Practice 0 – 25 (July 2014) Clause 65. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- *SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- *Ofsted Section 5 Inspection Framework April 2014
- *Ofsted SEN Review 2010 "A Statement is not enough"
- *Equality Act 2010: advice for schools DfE Feb 2013
- *Children and Families Act 2013
- *Schools SEND Information Report Regulations (2014)
- *Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- *The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- *Safeguarding Policy
- *Teachers Standards 2012

Here at Bilston Church of England Primary School we aim to provide a stimulating, secure and happy environment, where everyone aspires to excellence and our children can achieve their full personal potential in all they do regardless of ability.

Introduction

Bilston Church of England Primary School values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an 'Inclusive Curriculum' to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEN are valued, respected and equal members of the school.

Definition of Special Educational Needs and Disabilities

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Children's and Families Act 2010 (Section 20)

The Code of Practice (2014) defines children with special educational needs as children who have learning difficulties or disabilities which calls for Special Educational Provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority
- Are under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them.

Types of SEN

SEN is categorised in four key areas that may create barriers to learning:

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate behaviours which fall within the Autistic Spectrum.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Disability

Many children and young people who have SEN 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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and

young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

We **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people

We **must** make **reasonable adjustments**, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

The school's Equality Policy can be found on the school website.

Aims and Objectives of this Policy

The aims of our SEND policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

Roles and Responsibilities

1. The Governing Body

The Governing Body, in co-operation with the Headteacher, determine the school's general policy and approach to provision for children with SEND. The Governing Body will nominate one governor with responsibility for SEND. The SEND governor will liaise regularly with the SENDCo/SEN team and report back to the full Governing Body.

2. The Headteacher

The Headteacher has responsibility for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn and the day to day management of all aspects of the school's work, including provision for children with SEND. The Headteacher should keep the governing body fully informed and also work closely with the SENCo to analyse whole-school pupil progress tracking systems and maintenance and analyse whole-school provision maps for vulnerable learners.

3. SEND Coordinator (SENDCO)

In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. The SENDCO in collaboration with the Headteacher and Governing Body plays a key role in determining the strategic development of the SEND policy and provision in the school, in order to raise the achievement of children with SEND. In line with the recommendations in the SEN Code of Practice 2014, the SENDCO will oversee the day- to-day operation of this policy in the following ways:

- Co-ordinating whole school provision for children with Special Educational Needs
- Liaising with and advising other teachers, staff and link governor
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN
- Liaising with advisory specialists and external agencies
- Monitoring progress of pupils with SEN
- Monitoring the effectiveness of provisions for pupils with SEN through the use of provision mapping.
- Carrying out referral procedures to the Local Authority to request Education Health Care Plan.
- Meet termly with class teachers and teaching assistants to review pupil's progress and provision.
- Attending area SENDCO network meetings and training as appropriate.

4. Teaching staff

ALL teachers are teachers of children with Special Educational Needs, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEN, and are actively involved in the review process. The responsibilities of the class teacher and teaching assistant are set out in Appendix 1.

5. Parents of pupils with SEN

As a school we are aware of and value the important role that parents can play in a child's education. Therefore as a school we aim to provide user friendly information and ensure they understand the procedures and are aware of how to access advice and support.

Parents will be supported to

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about Special Educational provision.

Children's targets will be shared with parents and advice will be given on how their child can best be supported both inside and outside of the school environment.

Pupil Participation

Where appropriate, children with SEN are encouraged to play an active role in their own education and target setting. Targets are shared with the children and are made available to them in "child friendly speak". Children are regularly encouraged to evaluate achievement towards their targets and current provisions.

Identification, Assessment and Review

The Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. A register is kept of pupils with SEND. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to complete a 'Record of Concerns'. They will identify areas of concern and create a plan of interventions to target those areas. After half a term, progress will be reviewed as part of the Graduated Response. Alternative strategies may then be trialled if necessary and then reviewed again after another half a term. It is at this point that external agencies may be consulted where appropriate. Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans (formerly Statements); an annual review meeting has to be held in addition to this.

In agreeing our graduated approach, the school has taken into account the following statements and definitions:

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. ” **SEN Code of Practice (2014: Para 1.24)**

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies: 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision. **Ofsted SEN Review 2010**

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2014

A Graduated Approach to SEN Support

At Bilston Church of England Primary School, we adopt a “high quality teaching” approach. The key characteristics of high quality teaching are:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are 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; additional intervention and support cannot compensate for a lack of high quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

The first response to such progress should be high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Concerns raised by a parent are taken seriously and these are recorded and compared to the setting's own assessment and information on how the pupil is developing.

Plan

Where it is decided to provide a pupil with SEN support, the parents are notified. The teacher and the SENCO agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided is selected to meet the outcomes identified for the

pupil, based on reliable evidence of effectiveness, provided by staff. Letters are sent home to seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. Teachers work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed termly along with the school's provision map. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. The class teacher works with the SENCO, revising the support in light of the pupil's progress and development, deciding on any changes to the support the pupil.

Managing Pupils needs on the SEND Register

From September 2023, the SENCO will begin phasing in Support Plans for all children on the SEND Register. By January 2024, all pupils on the SEND Register will have a Support Plan, which details important information about the child, including their outcomes and steps taken to allow children to achieve them and it will state whether there are any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals (where appropriate) will all contribute to the Support Plan. The Support Plan is designed to be a working document which is updated to reflect the current needs of the child. Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan.

The SENCO will create the Support Plans and then the class teachers will be responsible (with the support of the SENCO) for maintaining and updating Support Plans. These are then shared with everyone involved with the child. The SENCO reviews

all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

There are three levels of support for pupils with SEND:

- **Universal level** funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.
- **Targeted level** mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as element 2 funding.
- **Specialist or Personalised level** top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the commissioner placing the pupil. It is important to note that the level and combinations of provision may change over time.

Specialist Support

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed be shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Education, Health and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents will consider requesting an Education, Health and Care needs assessment.

Criteria for exiting the SEN Register/Record

If it is felt that children are making progress which is sustainable then they may be taken off of the SEN register. If this is the case then the views of the teacher, SENDCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEN register then all records will be kept until the pupil leaves the school (and passed

on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. All pupils with medical conditions will have a care plan put in place after a meeting with parents, the school nurse, our Medical Lead within school, class teachers and SENDCO.

Access to the Curriculum

All pupils, where appropriate, have the entitlement to a broad, balanced and relevant curriculum. The majority of pupils with SEN are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. Teachers use a range of strategies to develop the pupils' knowledge, understanding and skills including the use of ICT. Where appropriate, materials are modified or support is provided to enable pupils with SEN to access the learning or the assessment processes.

The school and teachers regularly review issues related to pupils with SEN to include classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

Children are supported in a variety of different ways as appropriate to their needs, which include individual support, in small groups and in class. A range of intervention strategies are in place and are closely monitored through the use of provision mapping.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND.

The Local Authority provides the school with a budget towards meeting the needs of pupils with SEN. In addition the school plans and provides for pupils with SEN from their main budget. An additional budget is allocated for specialist resources to be bought. In some cases the school receives additional funding for pupils with statements (pre 2014) and Education Health Care Plan (post 2014).

Links with other agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with Special Educational Needs.

- The school receives allocated visits from the nominated Educational Psychologist and the school also has a named Education Welfare Officer
- In addition the school may seek advice from specialist advisory teaching services for children with statemented (EHC plan) needs or sensory impairments
- The school has a service level agreement with a local special school that provide support for children with SEND (Outreach)
- The Speech and Language Therapist regularly visits the school and we have a trained Speech and Language TA in school who delivers sessions 3 times weekly with the support of Speech and Language Services
- NHS Services – School Nurse, SEND Specialist Nurse, CAMHS, Occupational Therapy etc
- Multi-agency liaison meetings are held as appropriate to ensure effective collaboration in identifying and making provision for vulnerable pupils, and communication is maintained between times.
- Social Services
- Parent Partnership

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCO, who will be able to offer advice on formal procedures for complaint.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher, Senior Leadership Team and SENDCO
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal

Appendix 1

The Responsibilities of the:

Class teacher

- liaising with the SENDCO to agree :
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on a vulnerable learners' provision map – but do not have special educational needs.
 - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to

address a special educational need (this would include pupils with statements/EHC Plans)

- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
 - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2014)
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Teaching Assistants

- To support the provision of SEN within the school.
- To follow programmes set by class teacher/SENCo/outside agencies.
- To keep records and monitor students’ progress using the procedures employed by the school.
- To help and assist students with SEN, either individually or as part of a group.
- Regular informal discussions with staff on a day_to_day basis.
- Support planning.