

# Batheaston CEVC Primary School

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## Special Educational Needs and Disabilities (SEND) Policy

Batheaston Primary School is committed to the very highest standards of provision for all pupils with Special Educational Needs and Disabilities. The school caters for above average numbers of pupils with special educational needs.

Developing effective interventions which have a real impact on the attainment of individual children and specific groups with SEND is a priority in the school.

This policy should be taken as part of the overall strategy of Batheaston Primary School and implemented within the context of our vision, aims and values as a Church of England school.

Through this policy and associated practices we ensure that we meet all requirements in Part *iv* of the Education Act 1996, and the SEND code of practice.

Governors monitor the implementation of this policy and through this are able to ensure that all the statutory requirements of Ofsted as in section C of the Self Evaluation Form are fully met.

### **1 Introduction**

1.1 This policy has been reviewed and updated in line with the current SEND Code of Practice, to ensure we meet all pupils' special educational needs. This policy is published and made known to parents and carers through our website.

1.2 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have specific barriers to learning that mean they have identified special needs, which require particular action by the school.

1.3 Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical.

1.4. Teachers take account of these specific requirements and make provision, where necessary, to support individuals or groups of children, thus enabling them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

1.5 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

1.6 The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs. The school is compliant with 2012 regulations, ensuring that it meets all reasonable adjustments and equipment needed to support pupils and staff with any disability.

## **2 Aims and objectives**

2.1 The aims and objectives of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are quickly identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

## **3 Educational inclusion**

3.1 In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational, social and emotional needs;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language, literacy and numeracy;
- planning to develop children's understanding through the use of a wide variety of varied experiences, adapted to the learning of both individuals and groups of children;
- planning for children's full participation in learning, and in physical and practical activities;
- helping individual children to regulate their emotions, especially when faced with stress or trauma, in order that they may participate in learning

## **4 Special educational needs**

4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

4.2 In some cases, children join us with their needs already assessed. However, all children are assessed when they enter our school, so that we can build upon their prior learning.

We use this information to provide starting points for the development of an appropriate curriculum for all our children.

4.3 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of early support is called 'SEND Support'. The child's class teacher will offer interventions that are different from or additional to those

provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENDCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENDCO will then take the lead in further assessments of the child's needs.

4.4 We will record, in an Individual SEN Support Plan or provision map, the strategies used to support the child. The Support Plan will show the short-term targets set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place three times a year. The provision map will show the provision made for the child and is also reviewed three times per year.

4.5 If the Support Plan review identifies that support is needed from outside services, we will consult parents prior to any external assessment and advice being sought. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used in the initial Support Plan. External support services will provide information for the child's new Support Plan. The new strategies in the Support Plan will, wherever possible, be implemented within the child's normal classroom setting.

4.6 If the child continues to demonstrate significant cause for concern, a request for an EHC (Education, Health and Care) Needs assessment will be made to the LA. A range of written evidence about the child will support the request. This may result in an Education, Health & Care Plan (EHCP) for that child.

4.7 In our school, the SENDCO:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the Headteacher who reports to the Governing Body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.

## **5 The role of the governing body**

5.1 The governing body has due regard to the current Code of Practice when carrying out its duties toward all pupils with special educational needs.

5.2 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

5.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the headteacher. The headteacher ensures that all those who teach a pupil with a statement of educational needs are aware of the nature of the statement.

## **6 Allocation of resources**

6.1 The SENDCO 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 EHCPs.

6.2 The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

## **7 Assessment**

7.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

7.2 The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices. This is an on-going process.

7.3 The SENDCO works closely with parents and teachers to plan an appropriate programme of support.

7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

7.5 The LA seeks a range of professional advice before agreeing to an EHCP for an individual child. The needs of the child and the views of parents are considered to be paramount in this.

## **8 Access to the curriculum**

8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.2 The school makes all reasonable adjustments to ensure all children have full access to the curriculum. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

8.3 SEN Support Plans and provision mapping feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on SEN Support are listed on the provision map and will have a Pen Portrait; those with more significant need will have a full SEN Support Plan.

8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups or in a one-to-one situation outside the classroom with a Teaching Assistant or Teacher.

## **9 Partnership with parents**

9.1 The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

9.2 The school website contains details of our policy for special educational needs, and the arrangements made for these children in our school.

9.3 We have three meetings per year to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

## **10 Pupil participation**

10.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work throughout the whole school recognises the importance of children developing social and emotional skills, as well as academic skills.

10.2 Children are involved at an appropriate level in setting targets in their Support Plans and in the termly reviews of these.

## **11 Monitoring and review**

11.1 The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

11.2 The SENCO is involved in supporting teachers involved in drawing up SEN Support Plans and provision maps for children. The SENCO and the headteacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold regular meetings.

11.3 The governing body reviews this policy annually and considers any amendments in the light of the annual review findings.

*To be presented for Ratification at the Full Governing Body Meeting on:  
Next Review due June 2018*

**Signed: Date:**