



**Bishop William Ward C of E Primary School**

**SEND Policy**

**This review: September 2016**

**To be reviewed: July 2017**

# Bishop William Ward C of E Primary School

## Special Educational Needs and Disabilities (SEND) Policy

### Introduction

#### **Definition of SEND taken from section 20 of the Children and Families Act 2014**

A child or young person has Special Educational Needs (SEND) 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 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.

### School Ethos

Pupils are at the heart of this school and its strong ethos is based on the very good care and concern for the well-being and high achievement of each one, and a respect for the contribution made by all members of the school community. Everybody matters.

We aim to encourage and develop:

- A secure, safe and happy environment for children and their families within our school
- An atmosphere which values achievement, celebrates success and places importance on learning in all areas of the curriculum
- A school where children can reflect, question and work together to learn
- A sense of self-discipline, and regard for others within the school and the wider community
- A sense of pride in our school, and a sense of respect for everyone working in it

**Every teacher is a teacher of every child including those with SEND. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act 2010.**

The person responsible for overseeing the provision for all children is Mr Toby Bull, Headteacher.

The person co-ordinating the day to day provision of education for pupils with SEN and Inclusion is Nicola Griffiths (NASENCo award).

The designated teachers responsible for Safeguarding are Toby Bull and Nicola Griffiths

The designated teacher responsible for managing Children who are Looked After is Toby Bull

The member of the Governing Body responsible for overseeing Inclusion and SEN is Rachel Thurston

The members of staff responsible for meeting the medical needs of pupils are Tracie Chester and Clare Cleverdon

## **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 0-25 September 2014.

We aim to raise the aspirations and expectations of all pupils with SEND.

## **Objectives**

### **Our school:**

- works within the guidance provided in the SEND Code of Practice 2014
- identifies and provides for pupils who have SEND and additional needs
- operates a 'whole pupil, whole school' approach to the management and provision of support for SEND.
- makes appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- provides a focus on individual outcomes for children.
- works with parents which includes supporting them in understanding SEND procedures and practices and providing regular feedback on their child's progress.
- provides support, advice and training for all staff working with SEND.

## Identification

The SEND Code of practice clearly states four broad areas of need:

- Communication and interaction
- Cognitive and learning
- Social, emotional and mental health
- Sensory/physical

The purpose of identification is to work out what action the school needs to take in order to meet the needs of the child; in practice children have needs which cut across all four areas.

We provide a graduated approach to SEND Support:

- High quality first teaching, differentiated for individual pupils who have or may have SEN in order to overcome all barriers to learning.
- Regular pupil progress meetings to monitor achievement and progress including those at risk of underachievement.
- Children at risk of underachievement are supported with specific targets that are recorded and monitored on our class provision maps.
- For children identified with a higher level of need, specialist assessments can be made and appropriate outcomes for the child are identified in partnership with parents and any relevant outside agencies through SEND Support. Progress is monitored through a cycle of ASSESS – PLAN – DO – REVIEW.
- A child identified with significant needs may be assessed for an Education, Health and Care plan (EHC plan).

We foster an atmosphere where children are encouraged to contribute to their own learning. Pupils are encouraged to express their feelings and opinions about their specific needs. We provide a safe environment for them to do this.

## Managing pupils' needs

Through the school's assessment and monitoring cycle, pupil progress is regularly addressed in consultation with class teachers, the Inclusion Manager, SLT, parents and pupils. In addition to pupil progress meetings, class teachers, support staff, the Inclusion Manager and Head teacher meet when necessary, to ensure provision reflects the current needs of each child.

The school records to support children with SEND include:

- Teachers' planning differentiated according to need
- Class provision maps
- Pupil progress meeting records
- 'Recording a concern' form, reviewed in consultation with the Inclusion Manager.
- SEND Support plans formulated in consultation with parents and child (if age appropriate)

The **ASSESS – PLAN - DO - REVIEW** cycle is on-going to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes. It enables class teachers and the Inclusion Manager to accurately implement next steps for each pupil.

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur when the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review meeting. The application for an EHC plan will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Manager/SLT
- Social Care
- Health Professionals

Information will be gathered relating to the current provision the child is receiving, actions that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of people from education, health and social care about whether or not the child is eligible for an EHC plan.

## **Training and Resources**

We aim to keep all staff up to date with training and developments in relation to the needs of pupils with SEN.

The Inclusion Manager attends relevant SEND courses and cascades information to staff.

The Head teacher and Inclusion Manager signpost SEND focused external training opportunities for staff.

The SLT with the Inclusion Manager ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

We are committed to whole school inclusion and will seek specialist SEND provision and training from SEND services where necessary.

## **Working in partnership with parents**

Our school believes that a close working relationship with parents is vital in order to ensure;

- Early and accurate identification and assessment of SEN leading to appropriate intervention, provision and outcomes.
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

We encourage an active partnership through an on-going dialogue with parents. We offer regular meetings to share the progress of children with SEND. Parents may receive formal and informal communication about their child as and when necessary, through phone calls, letters, meetings and annual reviews and written reports.

## **Reviewing the Policy**

The Head teacher, Inclusion Manager and SEND Governor will review this policy annually and consider any amendments in the light of the annual review findings. The SEND Governor will report the outcome of the review to the governing body.

## **The role of the Governing Body**

The governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs or disabilities. The governing body is proactive in ensuring that provision for children with SEND is effective in supporting good progress and outcomes for the pupils. The SEND Governor has an oversight of the school's provision for pupils with SEND and ensures that all governors are aware of SEND provision, including the deployment of funding, equipment and personnel.

## **Admission arrangements**

Please refer to the information contained on our school website. The admission arrangement for all pupils is in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with EHC plans and those without.

Our Accessibility Plan is reviewed regularly to ensure it is in line with the SEN and Disability Act 2001

## **Dealing with complaints**

Should there be a complaint about the school's SEND provision, the parent/guardian should speak to the class teacher in the first instance and/or the Inclusion Manager. If not resolved, the matter should be discussed with the Headteacher. Please refer to our Complaints Policy.

## **Appendices**

Information regarding our School Local Offer for Special Educational Needs and Disability (SEND) can be found on our website at: <http://www.bishopwilliamward.net>