

BISHOP WILSON CE PRIMARY SCHOOL **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)** **POLICY**



“We aim to rise above the ordinary, developing an education which can unlock potential and transform lives. We believe everyone in our school community deserves to be cared for unconditionally and valued equally as God’s unique creation.”

1. Introduction

This policy is in keeping with the school’s vision and values and its commitment to equality of opportunity. The school is committed to a policy of inclusion; one in which the teaching, learning, achievements, attitudes and well-being of every child matters. The culture, management and deployment of the school’s resources are designed to ensure all children’s needs are met.

The Governing Body believes that all children, regardless of ability and behaviour, are valued equally at Bishop Wilson School. Children with special needs are not viewed as a separate entity but as part of the whole school approach, where children’s differing needs are recognised and met through a varied and flexible curriculum provision.

Objectives and guiding principles:

- To ensure that all children, whether or not they have Special Needs, have access to a broad, balanced and relevant curriculum differentiated to meet their individual needs.
- To ensure early identification, assessment and provision for any child who may have special educational needs.
- To help every child realise his or her potential and optimise their self-esteem.
- To enable all staff to play a part in identifying S.E.N.D pupils and to take responsibility for recognising and addressing their needs.
- To encourage an affective parent partnership in developing and implementing a joint learning approach at home and school.
- To encourage and support children to participate in all decision-making processes involving their education i.e. their views are sought where appropriate.
- Bishop Wilson CE Primary School will pay due regard to the Special Needs Code of Practice when carrying out duties towards all pupils with special educational needs, and will ensure that parents and carers are kept well informed about SEN provision for their child.

2. Definition of Special Educational Needs

A child has special educational needs if he/she has difficulties that call for special educational provision to be made.

This will be if a child:

- Has significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making full use of facilities of a kind provided for children of the same age

This may be identified through progress that:

- 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

Special educational provision means educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained mainstream schools. Children must not be regarded as having learning difficulties solely because their language, or their home language, is different from that in which they are taught.

There are four broad areas of need of special education need, these are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

3. Factual Information

Key People:

- Governor with responsibility for S.E.N.D– Mrs Smith
- Headteacher – Mrs Roberts
- Special Needs Co-ordinator (SENCO) – Mrs Roberts
- Learning Support Assistants/Teaching Assistants – Linda Arnold, Gill Wood, Jean Gaddas, Linda Parkinson and Fiona Kirk

The SENCO is responsible for:

- Overseeing the day to day operation of the SEND Policy
- Co-ordinating provision for children with Special Educational Needs
- Liaising with and advising fellow teachers
- Managing learning support assistants in conjunction with the Headteacher
- Managing the records of children with SEN
- Updating the School's provision map annually in conjunction with the Headteacher
- Contributing to the in-service training of staff in conjunction with the Headteacher
- Liaising with external agencies, including the LA's support and educational psychology services, health and social services and voluntary bodies

The Class teacher is responsible for:

- Differentiate teaching to include all pupils
- Assess and monitor progress of all pupils, creating action plans for those that are 'vulnerable'
- Identify pupils with SEN and gather supporting evidence
- Ensure additional provision for pupils with SEN is planned and implemented
- Ensure paperwork is kept up to date (class tracker/individual tracker/children profiles)
- Liaise with the SENCO
- Develop strong, supportive relationships with parents/carers
- Set appropriate targets
- Gather the views of pupils with SEN

Special facilities:

- Wheelchair access to the upper part of the school is situated outside Classroom 4.
- There are toilet facilities for disabled pupils and staff.
- The school has an accessibility plan which aims to further improve access to all facilities and the curriculum.

Admission arrangements

- Refer to school prospectus/Admissions Policy

School responsibilities:

- Curriculum entitlement – All children in our school have the right to a broad and balanced curriculum, which will include the National Curriculum. The Governing Body of the school is ultimately responsible for ensuring that all children receive their curriculum entitlement.

Allocation of funding

- Funding for work with pupils with SEN will always equal or exceed that which the school receives from Cheshire County Council and designated as SEN budget. This budget will be used to access resources and support personnel to allow all pupils who are experiencing difficulties access the curriculum and fulfil their potential.
- Children who experience difficulties accessing areas of the curriculum may not necessarily require additional one-to-one support but rather a tailored programme which is referred to as Early Intervention. These children will not necessarily receive extra funding as their educational provision will be supported through differentiation within their normal classroom environment.
- Children on intervention programmes, additional to the Early Intervention Programmes stated above, will receive help funded in proportion to their level of need. Some children with specific need may be in receipt of one to one funded support. We have, and will continue to build a bank of resources available to all staff which will support children's learning.
- Funding is identified in the School's Provision Map

Training for Staff

- Whole school training for staff will be identified and addressed through INSET provision (LA, Cluster group and school). Training sessions will be organised as required to meet the current needs of the staff and will be led by the SENCO, the Headteacher or an appropriate outside agency

- Individual training will be delivered as identified through a variety of experiences. Work Shadowing, team teaching, Local Authority courses, Cluster group training, working with outside agencies as needed.
- The SENCO will attend cluster group meetings and training as identified.

4. Curriculum

Staff regularly monitor the standards of individual pupil achievement through

- Daily informal observation and marking of work
- Assessment and end of unit tests in Literacy, Maths and Science
- SATs in Y2 and Y6
- Formal testing
- Foundation stage profile
- End of year teacher assessments in N.C. subjects
- Where appropriate, P scale assessment.
- Specific tests for reading ability, dyslexia, dyscalculia and general learning difficulties (SNAP profile)

The programme of study for each Key Stage, each subject in the National Curriculum and each area in the Foundation Stage (EYFS) Curriculum is taught to all pupils (although differentiated to ability).

Appropriate provision will be made for pupils who need to use:

- Means of communication other than speech.
- Non sighted methods of reading and non-visual or non-aural ways of acquiring information
- Technological aids in practical and written work
- Aids or adapted equipment to allow access to practical activities.

In the exceptional case of the curriculum being inappropriate for a child, the Headteacher may give a special direction for either modifying or not applying the National Curriculum for that child for a period of up to six months. The only other time a disapplication or modification will occur will be when this is registered on a pupil's Statement of Educational Needs.

Teaching arrangements

- For the most part, children with SEN will be taught in the classroom alongside their peers. Where necessary, pupils will also have some in class support from TA's, small group provision for intervention strategies and other arrangements were necessary.
- Teaching strategies within each class, including differentiated resources and learning tasks accommodates differing abilities, including those children with Special Educational Needs. In this way, individual learning needs are met and all children helped to maximise their potential in all areas of the curriculum.
- Pupils who are having difficulties with the acquisition of basic reading, spelling, mathematical, language, self-esteem, memory or motor control skills will, on occasions, be given individual or group tuition by either the teacher or a Teaching Assistant. Early Intervention measures include, Early Literacy Support, Wave 3 Maths, Springboard Maths, Talking partners, Phonic programmes and programmes

specifically designed by Speech and Language therapists, the Autism team, occupational or physiotherapists.

- We believe that support, whether in class or in small groups should be provided for children who are having difficulties, as early as possible in their school career.
- The teaching arrangements for those children with Statements/Educational Health Care Plans of Special Educational Need will be determined by their Statement/Educational Health Care Plan.

Identification and Assessment

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SEN Coordinator (SENCO), will ensure that those pupils requiring different or additional support are identified at an early stage.

- All teachers implement Quality Teaching First as identified in the Companion to the Graduated Response.
- Concerns about progress which cannot be met through Quality Teaching First are addressed through Early Intervention Programmes (Wave 2) as well as supported teaching. At all stages, parents are kept informed about pupil inclusion in programmes, the reasons for this and the progress made. We aim to work in partnership with parents to help children who are experiencing special difficulties.
- Should the difficulties not be addressed through early intervention, and following a meeting with parents, the school will assess to identify more accurately the cause of the difficulty. The results of these assessments will be shared with parents and a more detailed strategy drawn up. The class teacher remains responsible for working with the child on a daily basis but works with the Headteacher and SENCO to plan and deliver a specific programme of intervention to meet the specific needs of the child. This plan is reviewed with parents and in some cases this may be reviewed as frequently as every half term.
- Progress is reviewed and new targets and programmes agreed. Should progress be limited, a Child Profile is agreed. These targets will be shared with parents and review dates set. The SENCO is always available to support and advise parents and staff.
- Should the difficulties continue and become more apparent the decision may be taken to move to the next stage (Wave 3). At this stage, the school asks for external agencies to become involved to provide advice and support. Following this, additional or different strategies will be put in place and a Child Profile devised to specify these. Again, parental involvement is central to the process.
- Should the difficulties continue and where a child is unable to access the National Curriculum after considerable internal and external help and time then, in consultation with parents, the Headteacher will request a statutory assessment of the pupil's needs (i.e. Will request that an Educational Health Care Plan be considered).

Additional Funding

Some pupils with SEN require additional funding in order to provide them with the level of support required to make progress. If this is the case, the SENCO, with class teachers and parents, will complete the paperwork required for additional Pupil Funding known as Element 3 top up funding. This must show that school is already providing 15 hours of support weekly from the budget (known as element 2 funding). The Local Authority will decide whether Additional Funding is needed. Where top up funding is allocated, the school must meet the requirements set by the Local Authority. This funding is reviewed annually.

Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention, there remains a significant cause for concern. From September 2014 this statutory assessment may result in an Education and Health Care Plan (EHC). Prior to this children may have been given a Statement of Special Educational Needs. A statement of Special Educational Needs and EHC are legal documents and the school must ensure that the requirements set out in them are met. From September 2014, existing Statements will be transferred to EHCs over a three year period. Statements/EHCs are reviewed annually, with the year 5 review indicating provision required at secondary school.

Allocation of Resources

The Governing Body will ensure that resources are allocated to support appropriate provision for all pupils and to meet the objectives set out in the policy. The school will receive additional funding directly from the Local Authority for children with a 'Statement of Educational Needs' or in receipt of 'Element 3 top up funding'.

5. Partnership with parents and pupils

Bishop Wilson CE Primary School believes in developing strong partnerships with parents and recognises that by working together home and school can help children with SEN achieve their potential. The school considers parents of children with SEN valued partners in this process and will keep them fully informed and seek their views at every stage. Bishop Wilson CE Primary School signpost additional support for families outside of school where possible. Pupil's views are always sought and they are a part of the target setting process. Pupils receiving additional funding are included in the annual review process to the best of their ability.

6. Relationship with External Agencies

The school subscribes to Cheshire School Improvement Service and asks for the advice of specialist advisory teachers as and when necessary. The service can help and support staff with programmes for individual pupils as well as provide training. The Headteacher meets regularly with the Educational Welfare Officer to discuss matters concerned with absence and punctuality. The school has access to the Educational Psychology Service through School time allocation and cluster meetings. Specific advice can also be sought from the Autism Team, Behaviour Support Team and the Visual and Hearing Impairment Team.

The school nurse visits the school and through the school nurse we have access to the School Doctor. In addition, where a specific need has been identified and followed up either Special Educational Needs and Disabilities (SEND) Policy

through the school or the G.P., we also work closely with speech and language therapists, occupational and physiotherapists. We may also contact specialist social services or support groups for advice and specific programmes if necessary.

Whenever any pupil transfers to another school, we will complete a transfer form and pass on all relevant information. In addition, where transferring pupils have identified Special Needs, there will also be a detailed dialogue between schools.

7. Monitoring and Review

- The SENCO monitors the movement of children within the SEN system in school.
- The SENCO will provide staff and governors with regular summaries of the impact of the policy on the practice of the school.
- This policy will be monitored by the Headteacher and evaluated by the SEN Governor.
- The policy and its implementation will be reported formally to the Governing Body and parents annually.

Signed:

Date:

Review date: