




Special Educational Needs and Disability Policy

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Special Educational Needs and Disability Policy

Inclusion is not about giving everyone the same thing ... Inclusion is about giving each individual what they need to succeed

Introduction

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, definitions and strategies used for recognising and supporting Special Educational Needs and Disability (SEND) in our school.

Rationale

Our aim is to be a fully inclusive school. We aim to enable all our pupils, whatever their abilities or needs, to reach their full potential and be fully included in our school community, where all of us are equally valued.

Aims

- To ensure sure that the arrangements made for pupils with special educational needs are in line with the requirements Children and Families Act2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice 2015.
- To value the uniqueness of each member of the school, and provide planned curriculum designed to help all children achieve their potential and develop their abilities to the full.
- To ensure that pupils with special educational needs are able to take part in all the activities of the school including those that take place outside of school hours.
- To ensure that all our pupils are involved in decisions made about them and their education
- To ensure that we involve our parents in school life and keep them informed about their children's progress.

Definition of Special Educational Needs:

Children have special educational needs if they have a learning difficulty, or a disability which calls for special educational provision to be made for them.

Children have a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age;
- b) 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 education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do 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.' (Section 312, Education Act, 1996)



Staff in school who work with pupils with Special Educational Needs and their Parents:

The following people have particular responsibilities:

- All class teachers have accountability and responsibility for all pupils in their class and ensure learning is accessible and engaging through quality first teaching.
- The SENDCO (Special Educational Needs Coordinator) ensures that the school's provision for children with additional needs is met and that children's progress is evaluated on a regular basis.
- The SENDCO meets with the SEN Governor on a regular basis to discuss programmes of support and individual needs.
- The SEN Governor monitors and evaluates provision and reports to the governing body.
- Class teachers provide a planned curriculum that meets the needs of all the learners in their care. They monitor and evaluate all children's progress and set future targets for them. They report to the SENDCO any child that may be causing concern and are responsible for reviewing and updating children's Pupil Passports on a regular basis.
- Teaching assistants provide specified work and carry out planned programmes of work (called 'Interventions') according to children's Pupil Passports and/or academic progress.
- Lunchtime supervisors are aware of children who may require more support and they are given strategies to support children at lunch time when necessary.

Identifying when a pupil has special educational needs:

It is important that a pupil's special educational needs are identified as early as possible.

We will always let parents know as soon as we feel that their child may have a special educational need and take the most appropriate actions moving forward. If you have any concerns regarding your child's additional needs please contact Mr Clemo or a member of the Inclusion Team.

Children's needs may be categorised into four broad areas, these include:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

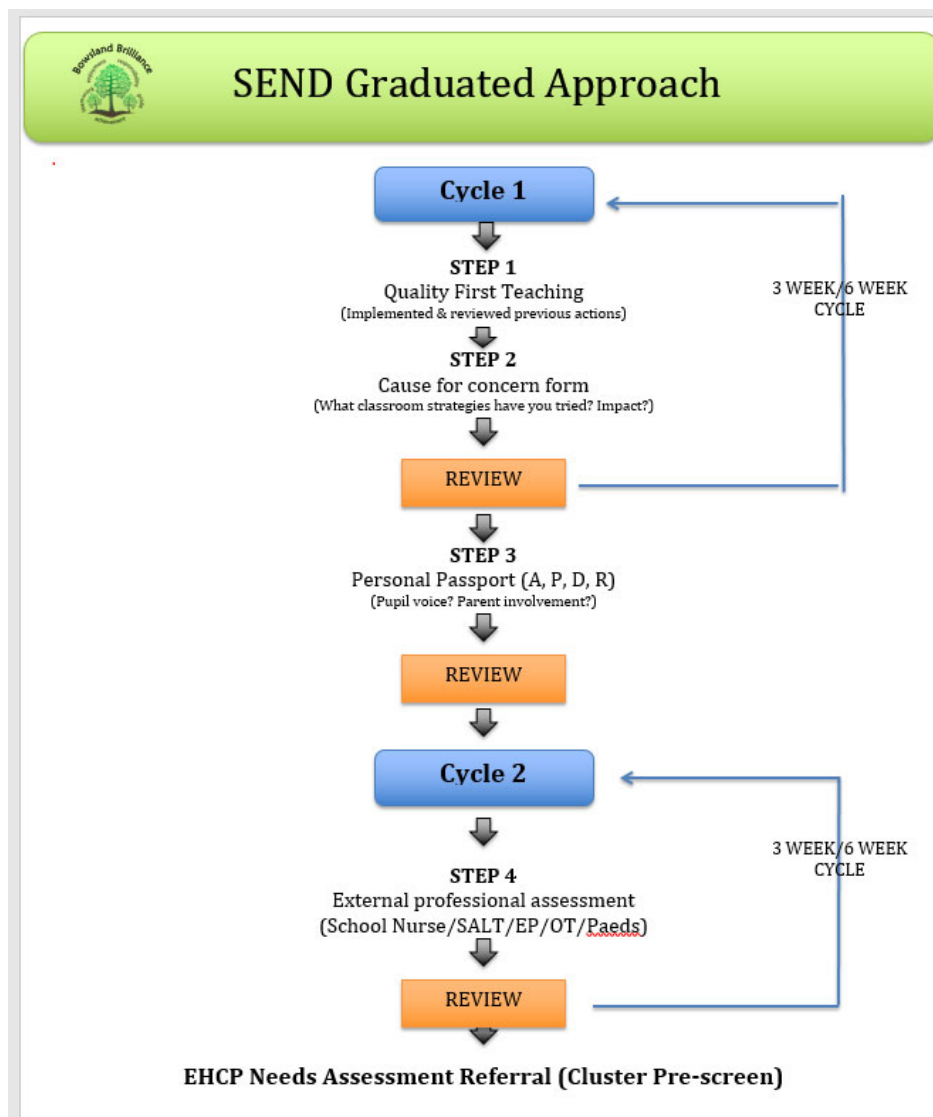
These four categories broadly identify the aspects of SEN/D needs for pupils at our school however we also recognise other barriers to learning which may not solely be SEN/D and may include:

- Disability
- Attendance
- Punctuality
- Underachievement
- Health and Welfare



- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a looked after / adopted child
- Being a child of a serviceman/ woman
- Being a child who has a family member in prison
- Unexplained behaviour difficulties

SEND Graduated Approach





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The ways in which we identify pupils have special educational needs are:

Before a child starts at the school:

- Through our links with the local authority 0-25 Service, Inclusion Support Service, nursery visits and home visits we can identify areas of possible concern before a child joins our school.

In school:

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible.

This could be through:

- Teacher observation
- Teacher assessment
- National Curriculum assessment
- Screening or assessment tools used, including P scales where appropriate
- Information passed on from previous schools
- Information from parents

The class teacher will register concerns with the SENDCO, who will gather together information about pupils and will work with the staff involved to decide on any action that needs to be taken.

This is a strategic progression and the SENCO will monitor your child's process through Assess, Plan, Do, Review targets which will form the basis of your child's Personal Passport. External support from outside agencies/practitioners, will then be implemented where necessary.

Children who enter mid-year:

- SENDCO liaises with staff from leaving school.
- Staff may visit the child in leaving school.
- All paper work is transferred on admission of SEN pupil.

The provision we make for children with special educational needs:

All children have access to a broad and balanced curriculum, which is planned to take account of any special educational needs they may have.

We support pupils with special educational needs by:

- Specially prepared learning materials
- The use of appropriate ICT equipment
- Deployment of teaching assistants
- Individual and group teaching sessions/support sessions
- Specialist equipment/resources
- Using specialist intervention programmes
- Social skills programmes
- Social and Emotional enhancements
- Frequent Personal Passport Meetings with parent/carers to review targets
- The role played by school in social services' assessments
- Seeking support and involvement from Outside Agencies.



Special needs register

When we identify that a pupil has special educational needs, and this has been discussed with parents, we place them on the Special Needs Register.

The criteria Bowsland Green Primary School use to identify children as having a special educational need is detailed below:

- A statement of special educational needs or an Education, Health and Care Plan.
- A child has a medical diagnosis of a condition that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers and this support is required in order for them to make adequate progress.

All children in school have academic targets, set regularly. If the class teacher and SENDCO feel that a child need targets in addition to the targets already in school, which address their specific special educational needs, then they may be given a Pupil Passport.

The targets on the Pupil Passport are based on collaboration between all the parties involved, i.e. the child, parent, SENDCO, Teacher and Teaching Assistant. Assessments also inform the target setting. Staff work hard to ensure that the targets are:

- Specific
- Measurable
- Achievable
- Relevant
- Time limited

Parents are involved in putting together the pupil passport and in reviewing every 6- 8 weeks with the class teacher and / or SENDCO.

Prior to September 2014, there were two levels to the SEN Register – ‘School Action’ and ‘School Action Plus’. The new code of practice in July 2014 adjusted this; there is now just one level to the SEN register following the criteria described above in the definition of special educational needs.

Education Health Care Plan (EHCP)

The majority of children and young people with SEN or disabilities will have their needs met within mainstream early years settings or schools.

Some children and young people may require an Education Health Care needs assessment in order for the local authority to decide whether it is necessary to make provision in accordance with an EHCP.

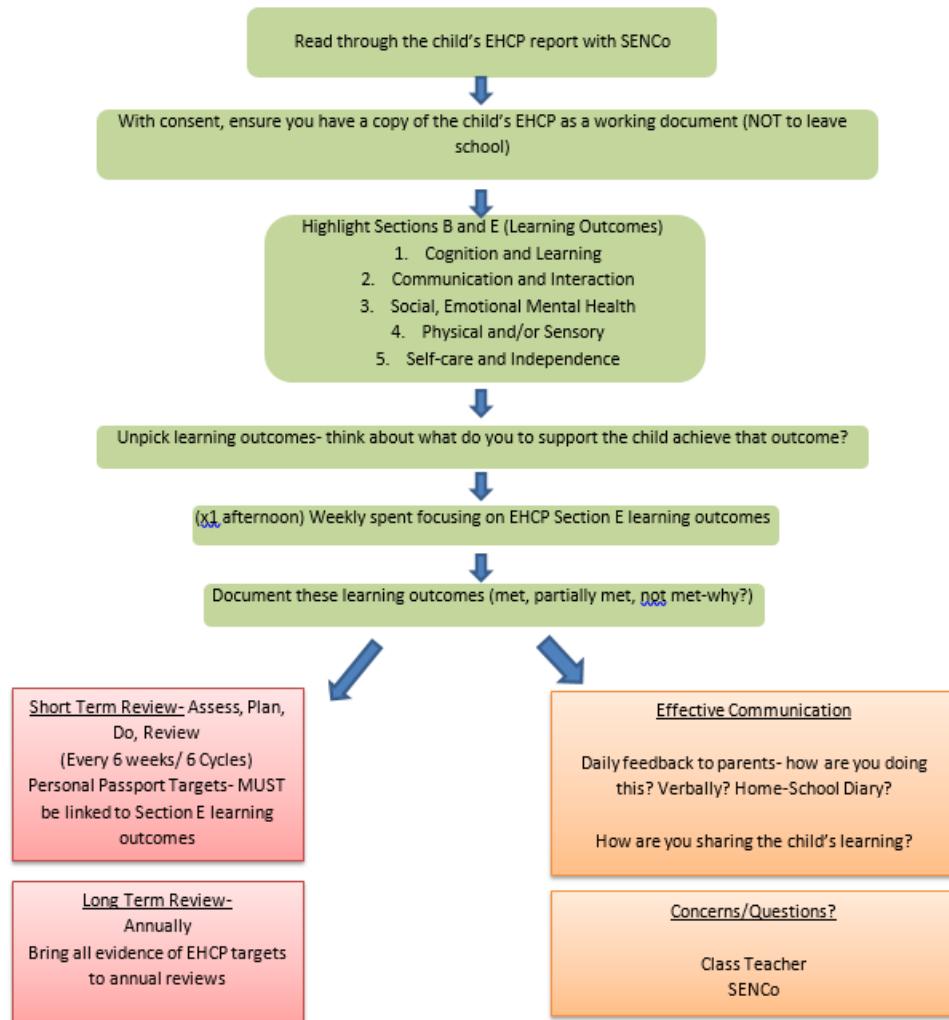
The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

One of the significant changes arising from the new code of practice (2014) is the replacement of the current Statement of Special Educational Needs, for those children with the most complex needs, with a new Education, Health and Care Plan. This will be supported by an Education, Health and care Plan pathway.

Children with existing statements will be transferred onto an Education, Health and Care Plan at a relevant transition point. This will usually be completed through the annual review process. The new plan will provide the same statutory protection and rights as the statement.



The following is a chronological checklist/flowchart when you are supporting a child with an EHCP!



The Local Offer

As part of the new Code of Practice, July 2014, local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

The Local Offer should cover:



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- Support available to all children and young people with SEN or disabilities from universal services such as schools and GPs.
- Targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely as part of universal services.
- Specialist services for children and young people with SEN or disabilities who require specialised, longer term support.

Schools also are required to be transparent in what their setting offers in terms of support for children with Special Educational Needs.

Further information about the Local Offer is located on the school website under the SEN section.

Record Keeping

We record all the steps taken to meet pupil's special educational needs. The SENDCO is responsible for these records and for making sure they are made available to others who need to see them. The records kept for a pupil with special educational needs may include:

- Information from previous schools
- Information from parents
- Information on progress and behaviour
- Information about levels and use of additional support
- Provision maps detailing the support they have been given and the impact it has had
- Pupil Passports
- The child's own views of his/her needs
- Information from Health/Social Services
- Information from other outside agencies e.g. Speech and Language Reports
- Paediatrician Reports

Paper copies of the above are stored in the SLT office space, from November 2015 electronic copies are now being kept.

Assessment

We assess all the children on the SEN Register 5 times per year. This information is then used to inform the Pupil Passport targets. The data is also entered onto the school database which is used to track children, data analysis and inform future SEN provision. Children's progress is also assessed and analysed by the SENDCO.

We have a variety of tools that may be used in school to assess children. These include:

- Local Authority assessments
- Reading and spelling tests
- Phonics progress assessments



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Pupil progress meetings also take place between the Headteacher, SENDCO and class teacher five times each year. Individual pupils are discussed, any concerns highlighted and action taken.

Information management

It is important that information about a pupil's special educational needs is shared with all staff in school who work with the pupil and that it is passed on from class to class and school to school as the pupil moves on.

We ensure that all staff in school are made aware of individual pupils' special educational needs and what provision is made. This is often through the use of a Pupil Passport or provision maps.

We ensure that all information is passed on to new class teachers through our own internal transfer system, and that all classes have a class information file that captures information about any children with special educational needs and the strategies the school uses to ensure their needs are met.

We ensure that children's needs are reviewed regularly. Their targets are reviewed and new targets are set every term. Children who have more complex needs are reviewed with a separate meeting with all parties involved. The children are fully involved in setting their own targets.

Working with Parents

We believe that parents know their children best and that working with parents as partners is vital in helping children and young people with SEN get the most out of their education. In our school we aim to involve parents with:

- Review meetings
- Developing the child's pupil passports.
- Homework policies and arrangements
- Sharing information through the SEN section on the website.
- Parents evenings
- Parent support groups
- Coffee Connections- In school parent support group
- Acting as voluntary helpers
- Organised training courses for parents
- Providing breakfast and after school clubs for pupils
- Developing an 'open door' ethos towards parents which welcomes and values their views
- A SENDCO and pastoral care lead with designated time available to meet/speak with parents.
- Sharing information about their child
- Sharing information with other people on their own experiences and knowledge of aspects of SEN
- Linking with relevant voluntary organisations and other external agencies



Working with Children:

It is important to listen to and act upon what children say about their needs and what sort of help they would like. In our school we aim to:

- Involve pupils in their target setting
- Enable pupils to express their feelings about how their needs are being met
- Ensure that the views of the pupil are sought and recorded in reports produced by both the school and other agencies
- Encourage pupils to become involved in the wider life of the school

Supporting children's Social, Emotional Mental Health (SEMH): Needs:

At Bowsland Green, we believe that it is essential to not only support children's academic progress and attainment, but ensure they develop their social and emotional well-being. Our Inclusion Team focuses on identifying, supporting and developing children's emotional intelligence through a range of strategies. We aim to:

- Identify and monitor children's SEMH needs.
- Encourage and support children's self-esteem and confidence.
- Develop children's understanding of mental health and provide strategies to manage anxieties/worries.
- Provide inclusive practise to support children with attachment difficulties.
- Give pupils lots of opportunities to access social play and learn creatively through social interactions.
- Support school referrals and signpost further support and advice.

THE GREEN ROOM MISSION STATEMENT



The Green Room is a nurturing environment in which children with specific, additional Special Educational Needs (SEN) or Social, Emotional, Mental Health (SEMH) needs can learn at their own pace and with appropriate adult support

The provision is designed to meet individual needs through a modified curriculum and high quality early intervention. This is planned with the school SENCo and delivered by our school ELSA (Emotional Literacy Support Assistant). Children are timetabled to access the Green Room throughout the day to enable them to regulate their emotions and sensory needs; and improve positive learning skills, such as listening skills and modelling positive learning behaviours. The focus will be on academic learning and developing social skills and addressing social, emotional and behavioural needs in preparation for successful reintegration into the classroom.

Children are assessed on entry using the Bowsland Green SEMH Tracker and academic targets set against where the children are working against ARE. This is in partnership with class teachers.



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The Aims;

- ✓ To provide a small-scale resource setting in which children can assess a purposeful and calm learning environment.
- ✓ To develop social skills and self-esteem.
- ✓ To develop a trusting and respectful relationship with familiar adults.
- ✓ To develop responsibility and respect for self and others.
- ✓ To promote positive and appropriate behaviour.
- ✓ To work in partnership with teachers and parents to achieve consistency of approach at home and school.
- ✓ To accurately monitor and assess progress against the Bowsland Green SEMH Tracker
- ✓ Assessment against ARE will be completed alongside the class teacher.
- ✓ The children work towards a successful re-integration into their class.
- ✓ The children work towards accessing their class more effectively and independently.

Entry Criteria (some or all of these may apply)

- ✓ Children who's significant attachment/SEMH need is directly effecting their ability to access learning
- ✓ Children who have experienced some kind of trauma which has affected their emotional well-being.
- ✓ Children who have a significant sensory need that prohibits them from accessing learning within the classroom.

Inclusive practice

In The Green Room we recognise that every child matters and will respond to each child's needs, taking into consideration their;

- Cultural background
- Life experiences
- Strengths
- Communication needs
- Emotional and social needs
- Developmental needs
- Physical needs

For this reason, visitors to the provision will follow the nurture principles which advise that this will be by invite only and/or when the children are prepared.

A typical morning:

The morning offers the security of a consistent and familiar structure with clear expectations

- Meet and greet
- A social time of making and eating breakfast and modelling positive interaction (Breakfast Club)
- Visual timetable
- Designated activities e.g. phonics, maths, reading, writing, language activities, number activities
- Structured play
- Intervention programmes – Time to talk, Friends, Talkboost, specific SEMH activities tailored to the child's needs
- Story time/rhymes and songs
- Modelled playtime skills
- Circle time and fruit sharing
- Supported transition



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Opportunities for sharing and celebrating achievement with their peers are encouraged.

Where possible, activities are practical and multi-sensory.

All children will be tracked and monitored using the C4L SEMH Spider grams. Targets are reviewed six times a year in line with their Personal Passport Meetings.

Referrals

Children previously discussed at Pupil Progress Meetings and an internal request for help form has been completed.

Careful consideration will be given to the dynamics of the group and potential impact of a new member joining.

When a decision is made, parents will be invited to a meeting to discuss their child's needs and the proposal to include them in The Green Room.

Following agreement, the child will be invited to the group using a gradual introduction.

The following children will be considered for inclusion:

- ✓ Children who have an EHCP/Diagnosis
- ✓ Children who have been highlighted through our Graduated approach and have completed 6 months Assess, Plan, Do, Review (Personal Passports)
- ✓ Children who's significant attachment/SEMH need is directly effecting their ability to access learning
- ✓ Children who have experienced some kind of trauma which has affected their emotional well-being.
- ✓ Children who have a significant sensory need that prohibits them from accessing learning within the classroom.

Re-integration

- ✓ The nature of this provision allows The Green Room staff to liaise with the SENCo and identify a child at any time, that they feel a transition into their class is appropriate (evidence from assessment needs to support this).
- ✓ Children are encouraged to talk to others about their experiences in The Green Room.
- ✓ When it is considered appropriate, and a child is ready to leave The Green Room, a gradual programme of re-integration is initiated. This is monitored closely by all staff.
- ✓ Review meetings with the child, parents and SENCo after 6 weeks to discuss impact.

Partnership with parents

- ✓ Parents and carers will be invited to an initial meeting with the SENCO prior to their child starting
- ✓ Progress will be reviewed to parents/carers at the end of each term

Working with Support Services:

We have a range of Support Services in that we can call upon to give us advice, support and training on SEN. In our school we have involvement from:

- South Gloucestershire 0-25 Service
- Inclusion Support (Traded Service)
- Behaviour Support (Traded Service)
- Education Psychology Service (Traded Service)



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- CAMHs
- School nurse

Supportive Parents

“Supportive Parents is a charity providing information, advice and support to parents, children and young people about any type of special educational need or disability from 0-25 years who live in Bristol, North Somerset or South Gloucestershire.

We are an independent organisation offering a free, confidential and impartial service to any parent, child or young person who has a concern about special educational needs. We provide you with all the information you need to understand the Special Educational Needs and Disabilities (SEND) process and improve your, or your child’s, educational experience.” (www.supportiveparents.org.uk)

In our school we:

- Publicise Supportive Parents’ Services and how to contact them
- Publicise the range of information for parents published by Supportive Parents

Services and how parents can access them

The Health Service and Social Service:

Many pupils with SEN have support from or involvement with Health and/or Social Services. These pupils are helped best when all professionals work closely together.

In our school we:

- Liaise closely with professionals from the Health Service such as GPs, Paediatricians, Health Visitors and school Nurses to seek advice and support for pupils.
- Ensure information on pupils’ needs is shared amongst professionals
- Involve Health and Social Services professionals in reporting on pupils’ needs and progress, and in attending review meetings.
- Implement the advice of health professionals, including the drawing up of Health Care plans.

Admission to School

We will never refuse to admit a child to school simply because s/he has special educational needs. We will always try our best to make sure, where possible and practical, that we have put in place arrangements to support a pupil’s needs. We always meet with parents/ carers of new pupils joining our school to ensure they have time to share any concerns they may have about their child.



Our School Access Plan

Under our duty of care we draw up a plan that describes how we intend to improve access to learning in our schools for pupils who have disabilities. This plan is reviewed and updated every three years. Our Accessibility Plan describes how we intend to do this and is available for inspection on our school website.

How we develop staff knowledge and skills

The SENDCO gathers information regularly to help identify what training is necessary for all staff in school. This will depend on the range of special educational needs. All school based staff are able to undertake whatever training they need to help them develop their knowledge and skills in the area of special educational needs.

This training is provided in the following ways:

- In-house training
- Mentoring / coaching
- Job shadowing
- Visits to/links with other schools
- Training arranged through the Local Authority
- Attendance at externally provided training events
- Participation in accredited training opportunities.

How we evaluate our SEN policy

The school's Governing Body has a duty to evaluate the provision our school makes for pupils with SEN.

- Parent's views are sought through questionnaires and parent meetings
- The progress of pupils with SEN is measured, e.g. year by year data analysis
- External support services are used if a need is identified.
- Pupils' views are sought on what helps them to learn effectively through school council and individual discussions with teachers, the SENDCO and governors.
- The school is constantly striving to improve its provision for SEN through performance management and the continuing professional development of all its staff to meet the full range of SEN within the school.
- All pupils are encouraged to participate fully in the life of the school

How we deal with complaints

We are always very happy to talk to parents and listen to any concerns they may have. If you have any worries or concerns about school or how we are providing for your child, please talk to your child's class teacher or to the SENDCO. We will always do our best to respond to concerns raised with us.



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If you feel that your concerns are not being responded to, school has a formal complaints procedure.

Where can I find out more information?

Leaflets are available from the SENDCO and pastoral lead

Definition of common terms related to SEN:

Annual Review - review of Statement/EHC Plan by LA that must occur at least annually

Code of Practice guidance for LA's & schools on how to identify, assess and provide for children with SEN.

Early Years Action/Action Plus - special Educational provision for pre-school children

Educational Psychologist (EP) - person employed by the LA or school to assess and advise on a child's learning difficulties.

Education Health Care Plan (EHCP) - Replacement for the Statement. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them

Local Authority (LA) - the body responsible for schools, and for assessing and providing for SEN.

Learning Difficulty - significantly greater difficulty in learning than other children of the same age, or disability, which hinders use of general educational facilities.

Mainstream School - school that caters for all pupils, including those with SEN.

Preferred school - school chosen by parents where the LA must consider placing your child.

School Action/Action Plus (SA/SA+) - special educational provision for children of school age. The two levels to the register no longer exist from Sept 2014, but this was the previous term used for 2 levels within the SEN register

Special Educational Needs and Disabilities (SEND) - a child has SEN if s/he has learning difficulties that require special educational provision.

Special Educational Provision - additional or different education for children with SEN.

SENDCO - a member of staff at school who has responsibility for coordinating special educational provision.

Special School – a School that caters for children with Statements.

Statement of Special Educational Needs - the term used for the process followed before April 2014 when EHC plans were introduced. It was a document which sets out all of a child's SEN and how and where special provision will be made.