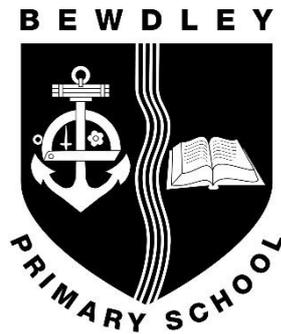


Reviewed December 2018
Next Review December 2020



SEN and Disabilities POLICY SEND

Bewdley Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

Bewdley Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We have the same high expectations for our educational aims for children with special educational needs and /or disabilities, as we do for all children in school.

What are special educational needs (SEN)?

Bewdley Primary School adopts the definition of special education needs as stated in the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, July 2014).

Children have special educational needs 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 he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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

A special educational provision means [SEND Code of Practice (DfE, July 2014)]:

- for children aged two or more, special educational provision is educational or training provision that is additional to, or
- different from, that made generally for other children of the same age;
- for children under two, special educational provision of any kind.

Within school, pupils with SEND are identified on the school SEND register as needing SEND support so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the register at a future point when their needs no longer require special educational provision.

What is a disability?

Bewdley Primary School adopts the definition of disability as stated in the Equality Act 2010 as a child or young person who has a physical or mental impairment which has a long term and substantial adverse affect on their ability to carry out normal, day to day activities. This definition includes sensory impairments such as those affecting sight and hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer.

Children with a disability do not necessarily have a special educational need although there is a significant overlap. Where a child or young person requires special education provision they will be covered by the SEND definition.

Our Special Educational Needs and Disabilities policy objectives:

At Bewdley Primary we know precisely where children and young people with SEND are in their learning and development.

We ensure that:

- every child / young person has access to a broad and balanced curriculum, including the National Curriculum;
- decisions are informed by the insights of parents / carers and those of children and young people themselves;
- high ambitions and stretching targets are set for all pupils;
- pupil progress is monitored towards these goals;
- additional or different provision is regularly reviewed;
- positive outcomes in the wider areas of personal and social development are promoted;
- the approaches used are based on the best possible evidence and are having the required impact on progress;
- links are maintained with other schools and external agencies;
- the SEND policy is evaluated and monitored by staff and Governors on an annual basis;
- Staff, Governors and parent / carers are aware of the school's SEND and Inclusion policies.
- Meetings are held termly with between the SENDCo and the governor for SEND to evaluate progress

Arrangements for co-ordinating special educational needs provision:

Bewdley Primary School is a mainstream school with experience of supporting pupils with a range of differing needs. The four areas of special educational needs include:

1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. Children and young people with Asperger's Syndrome and Autism may also have difficulties with language, communication and social interaction.

2. Cognition and Learning

Children and young people with learning difficulties, despite appropriate differentiation, may require additional support. Learning difficulties include specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

3. Social, mental and emotional health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These include becoming withdrawn or isolated, attachment disorders, displaying challenging, disruptive or disturbing behaviours as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained.

4. Sensory and or Physical

Children and young people may have a disability which prevents or hinders them from making use of the educational facilities provided. These include vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

These areas give an overview of the range of needs. Individual children often have needs that cut across all these areas and their needs may change over time.

All the teachers in our school are teachers of children with special educational needs and therefore at Bewdley Primary School we adopt a 'whole school approach' which involves all staff adhering to a model of good practice. All staff are committed to providing for the needs of all children in an inclusive environment. Inclusion is regarded as crucial to this policy and the Inclusion Policy should be read in conjunction with the SEND policy. This means that all children and young people with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child / young person and the class as a whole.

Due to the high level of quality first teaching that is ordinarily available to all our pupils, it is likely that fewer pupils will require SEND provision.

Cause for concern/ongoing monitoring

An informal stage when class teachers identify a concern about the educational needs and / or academic progress of a pupil. Special Educational areas of concern will be identified along with the current interventions being used. New targets and strategies will be set and discussed with the Special Educational Need and Disabilities Co-ordinator (SENDCo), class teacher and parent / carers. Pupils may be flagged as a cause for concern due to slow progress and low attainment through pupil progress meetings. These pupils may not be considered to have SEND but may require specific targets in order to make progress using varying interventions and strategies.

SEND Support (previously known as School Action and School Action Plus)

Where a child / young person is identified as having SEND we work in partnership with the parent / carer to establish the support the child /young person needs.

Where a child / young person is identified as needing SEND provision we take action to remove any barriers to learning and adopt a graduated approach with four stages of action:

Assess – Plan - Do - Review

Assess

When a child / young person has been identified as needing SEND support the class teacher, working with the SENDCo will 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, and behaviour. It should also draw on the views and experiences of parent / carer, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent / carer via the class teacher, contact with the SENDCo.

Plan

Where it is decided to provide a pupil with SEND support parent / carer will already be fully involved in the process. Through meetings, the teacher and SENDCo will agree with the pupil and parent / carer any interventions and support which will be put in place in order for the pupil to make progress. This will be documented on the child / young person's, individual provision map (IPM) which outlines any teaching strategies or approaches that will be required to support the child / young person to make progress throughout the term.

Do

The class teacher is responsible for working with the child / young person on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They will 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 SENDCo will support the class teacher in the further assessment of the child / young person's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The impact and support will be evaluated by the class teacher and discussed with the pupil and their parent / carer during the termly meetings. Pupil and parent / carer views will feed into the reviews and will contribute to the planning and setting of new targets for the following term.

Education, Health and Care Plans (EHC Plan) (previously known as a Statement)

An EHC Plan brings together the health, education and care needs for young people aged 0 – 25 and sets out the provision that they need from education, health and care to meet these needs.

If the child or young person has not made expected progress despite following the graduated approach, we will consider in complex, extreme cases requesting an Education, Health and Care needs assessment. Parent / carer and the pupil will be involved in these discussions and the assessment at all times. As evidence will need to be provided by school and external agencies we ask that parent / carer contact us to discuss any concerns.

Following a request for an assessment the Local Authority must determine whether an EHC needs assessment is necessary within six weeks. The Local Authority will gather evidence from school and external agencies to support the request. Parent / carer will be informed by the Local Authority of the outcome of the EHC assessment.

Where the assessment is successful the Local Authority will provide a finalised EHC plan for a child or young person from the age of 0 – 25 years. Where an EHC assessment is not successful children / young person with special educational needs will have their needs in school met through the ordinarily available provision.

EHC Plans should be used to actively monitor children / young person's progress towards their outcomes and longer term aspirations. They must be reviewed by the Local Authority as a minimum of every 12 months. Reviews must focus on the child / young person's progress towards achieving the outcomes and whether they remain appropriate.

The Inclusion Team

The Special Educational Needs Co-ordinator (SENDCo)

All mainstream schools must appoint a designated teacher; the Special Educational Needs and disabilities Co-ordinator, who is responsible for the day-to-day operation of the school's SEND policy and maintaining the SEND registers which include the medical registers. He or she will co-ordinate provision for pupils with SEND, monitor the provision mapping and liaise with parent / carer, staff and external agencies. The SENDCo will liaise with the Thrive consultant, Senior TA for SEND and the more able gifted and talented co-ordinator.

Educational Psychologist

We have an Educational Psychologist who will be helping children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning. Challenges may include social or emotional problems or learning difficulties. Work is with individual children or groups, and will include advising teachers, parent / carer, social workers and other professionals.

The Educational Psychologist will offer a wide range of appropriate interventions, such as learning programmes and collaborative work with teachers or parent / carer. They will also provide in-service training for teachers and other professionals on issues such as behaviour and stress management as well as approaches to prevent difficulties within a nurturing environment.

SEND Governor A member of the Governing Body also takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

(Current SEND Governor is Mrs. Alice Westbury).

Admissions

We welcome those parents / carers seeking integration into mainstream schooling for their child / young person with special needs, in accordance with the Local Authority admissions policy which is available on the school website.

Parents or carers seeking the admission of a pupil in receipt of an EHC Plan / Statement of Special Educational Needs must do so through the Worcester Local Authority SEND Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

Access for the physically impaired

The school has a disability equality scheme and accessibility plan in place which is reviewed annually. The main entrance to the school is from the car park and is accessible by wheelchair. All rooms in the school are accessible by wheelchairs.

The Governor with responsibility for Special Educational Needs and Disabilities will regularly monitor the special needs provision and ensure that the policy is applied in practice. The SENDCo will ensure that the policy is monitored and regularly updated in conjunction with the Inclusion policy. The school will ensure that the budget for special needs is monitored and effectively used, and will also monitor arrangements made for teachers to attend in-service training. The school will regularly assess and report to governors on the success of the SEND pupils.

Complaints Procedure

Any concerns about special educational provision within the school should be directed to the Head teacher or SENDCo. Should issues remain unresolved and a formal complaint is required, the complaints procedure can be followed through the school's LA adopted Complaints policy.

SEND In-service Training

Annually, teachers inset needs are identified and they are encouraged to attend organised internal/external courses and conferences. Additionally, consultants and experienced professionals, including the LA advisory service, educational psychologists, children and young

people's services or other special needs practitioners, may be invited into school to deliver any necessary training to meet staff needs.

Partnership with Parent / carer

We recognise the value of parent / carer knowledge of their children and will seek to use that information in planning support for pupils. Parents / carers are encouraged to be fully involved with their child / young person's educational provision, so that a collaborative problem solving approach can be implemented.

The SENDCo or class teacher will contact parent / carer to discuss referrals to outside agencies, such as Learning Support Service, Speech and Language Therapy, Educational Psychology etc. Parent / carer permission is always sought before any referral is made.

We encourage parents / carers to discuss any concerns that they may have about their child's needs.

This is usually with the class teacher or the SENDCo, although parents / carers can also see a member of the SEND Team at the SEND Drop In every Wednesday morning at 8.15 – 9.15a.m. We have an Inclusion policy on the school website: <http://www.bewdleyprimary.co.uk/> which provides further information including the SEND Code of Practice (DfE July 2014)

Links with External Agencies

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

The SEND Team will refer pupils with special educational needs and / or disabilities to Child / young person & Adolescent Mental Health Services (CAMHS) or other relevant external agencies, as appropriate, using the individual referral criteria for each agency. Such referrals will always be first agreed with the parent / carer.

The School Nurse can be available at school to carry out health assessments and is available to offer advice, information or support with any medical or health needs.

Children / young people's Services become involved if a referral is made to them with concerns about a child / young person or they sometimes notify the school of concerns raised by another external agency.

Assessment

The school has a clear and detailed assessment policy, which enables staff to monitor children's / young people's attainment and progress and therefore identify children who are failing to make progress and may perhaps have a particular special need in an area.

Information and assessment from Nursery and the Foundation stage profile in Reception help to identify child / young people who need help early and these children are then targeted for extra support; this information is shared when the pupils join the Key Stage 1 classes within the Primary section of school.

Links with other schools and Transition

We recognise the importance of maintaining close links with all our pre-school nursery / child care settings and discuss children's / young people's learning needs as they transfer to our Reception classes.

Links are also maintained with local schools and secondary schools, particularly with the SENDCo for those children with SEND who transfer at Year 6 or any point in their school career.

Information and records are given to primary schools or link secondary school about special needs pupils. We welcome opportunities to allow pupils to visit their future school and visits from their staff to meet them at the school.

Behaviour

At Bewdley Primary School we have high expectations for behaviour from all of our pupils. There is a clear and detailed behaviour policy, which outlines the school's philosophy and practice towards establishing a positive learning environment in which all children are expected to have high standards of behaviour.

A child / young person with social, mental and emotional difficulties may have a Pastoral Support Plan (PSP) to help to address these difficulties. It will contain clear objectives for improvement, strategies and procedures. A significant number of designated staff have completed the Team Teach training as part of positive handling policy. It is the school policy to keep parents / carers informed of all incidents in which behaviour is a problem.

Success Criteria

We strive at Bewdley Primary School to meet the needs of all children including those with SEND so that they make the best possible academic and personal progress.