

**Bubwith  
Community  
Primary School**



**Special Educational  
Needs Policy**

## Special Educational Needs Policy

This policy provides information and guidance for parents, teachers, teaching assistants, non-teaching staff and Governors on our approach to the provision and additional support required by the SEN Code of Practice for children with Special Educational Needs and Disabilities 0 – 25 yrs old. The Code of Practice states the rights and duties introduced by the Special Educational Needs & Disability and Equality Act 2010.

### **Definition of Special Educational Needs & Disabilities (SEND)**

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:-

- (a) Have a significantly greater difficulty in learning than the majority of the children 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 children of the same age in schools within the Local Authority (LA)

At Bubwith Community Primary School we are committed to keep up to date with current legislation and continue to train our staff in all areas of SEND so that we can meet the needs of all pupils.

### **SEND Provision**

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools in the area.

If a child is considered to have a Special Educational Need and/or Disability, we will always require the consent from their parents or carers. Once agreed we will make reasonable adjustments to teaching so that the child will be able to fully access the National Curriculum.

This will be achieved by:-

- Carefully adapting teaching and learning to a child's specific need.
- Creating Individual Education Plans for all children placed on the SEND register.
- Involving the child in decision making about their special education provision
- Working in partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.
- Creating targets for children to work towards, to allow them to access the curriculum.
- Working from the Individual Education Plans, assessing and reviewing appropriately.
- Keeping Individual Education Plans in a place where all staff can easily access them.
- Carrying out all SEND provision that has been agreed with parents/carers, Special Educational Needs Co-ordinator (SENDCo) and Headteacher.
- Informing the SENDCo and Headteacher of children who may require additional support.

- Contacting outside agencies when additional specialist support is necessary and carry out all targets and strategies that have been implemented by outside agencies.

### **Partnership with Parents and Carers**

- The class teacher is the initial point of contact for responding to parental concerns.
- The SENDCo will be available for meetings with parents and carers who have concerns about pupil progress or about the support they are receiving. At these meetings the SENDCo will record parent views and will inform parents of the level of support they are receiving
- Parents and carers will always be consulted if a child is identified as having Special Educational Needs and may be involved in devising strategies for their child and also encouraged to continue these at home as appropriate. Parents and carers will be asked for their consent for any involvement by medical or other outside agencies

### **How does the school Identify and assess Children and Young People with SEND? Evaluate the effectiveness of provision for Children and Young People with SEND? Assess and review progress of Children and Young People with SEND?**

The school system of assessment includes reference to information provided by:

- Baseline assessment results
- Progress measured against the objectives in the National Curriculum
- Independent work produced by the pupil
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Individual Education Plan / Education Health Care Plan
- Children requiring additional support in school have personalised targets and interventions which are monitored and evaluated termly. A review of their progress is discussed at pupil progress meetings, plus Individual Education Plan meetings and this information is used to inform reviews and planning.

### **Identification for stages of SEND**

Individual Education Plan - If a child requires support over and above normal class/curriculum differentiation. If a child's 'need' requires or involves any outside agency.

EHC Plan - Education, Health and Care Plan (Statement) - In cases where needs are exceptional, the school, parents/carers may request that the Local Authority make a statutory assessment of educational needs and consider whether or not to issue an Education, Health and Care Plan. If an Education, Health and Care Plan is issued the Local Authority may consider the child to require specialist provision for their education.

### **Individual Education Plan (IEP)**

Individual Education Plans are written, by the child's Class Teacher, to take into account the child's individual needs. Objectives are SMART (Simple, Measurable, Achievable, Relevant and Timed).

Support for each objective is clearly identified within the plan. Support is monitored and is adjusted as required, including TA time. The progress of pupils identified as requiring additional support will be closely monitored by the class teacher and TA and targets will be worked on on a regular basis. Termly reviews of programmes and progress will then take place and will be discussed between parent, child and class teacher.

### **In-School Review**

Any pupils whose progress gives cause for concern will be discussed at the Pupil Progress Meetings. This is a termly meeting when teachers and the Senior Leadership Team will discuss all children's attainment and progress and appropriate ways forward will be suggested.

### **Monitoring Progress**

To assist the school in identifying children with SEND and for monitoring progress there are a variety of assessment procedures in place.

- Progress is monitored regularly through teacher assessment of pupils work and their Individual Education Plans throughout the year. If a teacher feels a pupil's progress gives cause for concern they ARE EXPECTED TO discuss it with a senior teacher, Special Needs Co-ordinator (SENDCo) or parent.
- The SENDCo may use other tests to assess a pupil's needs, when it is felt necessary and can approach external agencies for help.
- The class teacher shows provision for all the children in their planning. Their classroom management ensures that resources such as people, time and materials are used efficiently so that children with SEND can access the National Curriculum.
- All adults supporting SEND children are involved in the review of the Support Plans. TA's keep records of the work they do with the children. Their records and involvement are essential when Individual Education Plans are reviewed.
- Class teachers have responsibility for all children in their class.
- Provision for pupils with Individual Education Plans is the responsibility for the class teacher in discussion with the SENDCo.
- Outside agencies are coordinated through the SENDCo in discussion with the class teacher. It is the class teacher's responsibility to implement any specialist programme that has been given to a child in their class.
- When a child has an Education, Health and Care Plan the SENDCo works closely with all the professionals involved. Education, Health and Care Plans are also reviewed annually by all concerned including the pupil's parents/carers and SENDCo
- The Headteacher has overall responsibility for all the children in her care.

### **SENDCo Responsibilities**

The Special Educational Needs Co-ordinator (SENDCo) is responsible for co-ordinating the day-to-day provision of education for children with special educational needs.

- The day-to-day operation of the SEND Policy
- Monitoring the movement of children within the SEND system in school

- Co-ordinating provision for children with special needs, including time-tabling support
- Allocating resources for children with SEND
- Maintaining the school database and overseeing record keeping for children with SEND
- Contributing to the in-service training of staff
- Liaising with and advising staff and parents/carers
- Liaising with external agencies
- Organising IEP review and annual EHCP reviews and other multi agency meetings
- Maintaining records for SEND children and passing them on when pupils leave
- Reporting to Headteacher and Governors
- Gaining further knowledge skill through attending courses
- Evaluating and facilitating the implementation of new initiatives in consultation with the Headteacher and Governors
- Reviewing and updating the SEND policy in consultation with staff and Governor

### **Role of Governors**

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The Governors are kept informed and consider the overall provision and development for children with SEND. The Headteacher and Governors review SEN expenditure annually through the budget setting process. The Headteacher's report to the governing body includes an SEND Update.

There is an identified Governor with the responsibility for overseeing the school's provision for pupils with special educational needs, who meets regularly with the SENDCo for an update as to the latest developments. The SEND Governor ensures that all Governors are aware of the schools SEND provision, including the deployment of funding, equipment and personnel. The Governors ensure that the policy for special educational needs is regularly reviewed.

**Amended: Autumn Term 2017**

**Review date: Autumn Term 2018**