

Policy for Special Educational Needs and Disabilities (SEND)

Barlby Bridge CP School

Date – May 2017

Reviewer- J Ellis

Review due – May 2018



This policy is in line with the final draft Code of Practice which was ratified by parliament for use from September 2014

‘All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training’ (6.1 final draft CoP)

This document runs in conjunction with the schools SEN Information Report.

Rationale

At Barlby Bridge School we see each child as a whole child and value them for who they are irrespective of disability or difficulty. We believe all children have a right to a broad and balanced curriculum. Children with special educational needs should be integrated into ordinary classes and groups. The school aims to help all children, including those with Special Educational Needs, to achieve the best that they possibly can.

Aims

The aims of the policy are as follows:

- To create an ethos where all adults treat all children with respect, warmth and good humour
- To encourage all children to reach their full potential
- To promote equal opportunities for all children irrespective of ability
- To listen to the views of children
- To work closely with their parents or guardians and the local community
- To provide an appropriate learning environment
- To create effective links nationally and locally with relevant agencies using support agencies wherever appropriate
- To ensure every child is given the opportunity to work to their full potential.
- To identify, assess and monitor children with special educational needs.
- To ensure special educational needs are met through appropriate provision.
- To ensure accurate record keeping, progress monitoring and transition for pupils with SEN.

Objectives

- To identify and assess children with SEND as early as possible.
- To ensure all staff are aware of the procedures for identifying children with SEND
- To involve parents and pupils as soon as there is a concern and keep them informed and included
- To provide intervention programmes that meet individual needs and provide pupils with opportunities to experience challenge and success
- To ensure all children experience a broad, balanced, relevant and differentiated curriculum
- To allocate our resources so that all pupils gain optimum benefit
- To monitor and assess progress effectively and adapt programmes to meet changing needs
- To provide appropriate staff training and support
- To liaise closely with appropriate external services
- To empower children to become advocates for themselves
- SEND, high needs and pupil premium funding will be used efficiently to ensure good progress of pupils with additional needs

Philosophy

The school community believes that:

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

Principles

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) Has significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

‘Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school’. (xiii, xiv CoP 2014)

Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010.

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child’s or young person’s needs.

Procedures - Roles & Responsibilities

The Headteacher has the overall responsibility for the provision and progress of learners with SEND.

The Headteacher: Mrs Claire Hughes

Should

- Take overall responsibility for implementing the SEND reforms
- Ensure that the SENCO is able to influence strategic decisions about SEN.
- Ensure the wider school community understands the implications of the reforms for whole school improvement (from governors to classroom teachers and teaching assistants).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEN.
- Develop relationship with post 16 providers and explore how you will support pupils with SEN with their transition to post 16 education.

Responsibility for coordination of Inclusion and SEN provision is as follows:

The SEN Governor must ensure that there is a qualified teacher designated as SENCo for the school. The SEN Governor at Barlby Bridge is Mrs Toni Cammack. The named person is a champion for SEN on the Governing Body. They will challenge the SENCo in relation to provision and data within school.

The SEN Governor:

- Must have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher

- Must publish information on the school's websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN.
- Must ensure that there is a qualified teacher designated as SENCO.
- Must cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- Must ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Inclusion Leader/SENCo Miss Joanne Ellis is working towards the accredited qualification recognised by a Higher Education Provider. The SENCo determines the strategic development of SEN policy and provision in the school. They have day-to-day responsibility for the operation of SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have an EHC plan and/or a Statement of Special Educational Needs. This may involve close liaison with parents.

The SENCo role is a strategic one working with the senior leadership to review and refresh the SEN policy and then with the classroom/subject teacher to review its practice ensure every child with SEN gets the personalised support that they need. The role involves:

- Overseeing day-to-day operation of school's SEN policy;
- Coordinating provision for children with SEN;
Liaising with designated teacher where a Looked after Child has SEN;
- Advising on graduated approach to SEN Support;
- Advising on use of delegated budget/ other resources;
- Liaising with parents of children with SEN;
- Links with other education settings and outside agencies;
- Liaising with potential next providers of education;
- Working with head and governors on Equality Act; and
- Ensuring that SEN records and SEN Support lists are up to date.

Teachers have responsibility to ensure all children within their classes can access provision and make progress on a daily basis.

Classroom and subject teachers are at the heart of the new SEN Support system.

The classroom teacher should:

- Focus on outcomes for the child: Be clear about the outcome wanted from any SEN support.
- Be responsible for meeting special educational needs: Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- Have high aspirations for every pupils: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.

- Involve parents and pupils in planning and reviewing progress: Seek their views and provide regular updates on progress.
- Teaching Assistants have a responsibility to support the teacher to ensure all children can access provision and make progress on a daily basis.
- TAs are part of the whole school approach to SEN working in partnership with the classroom/subject teacher and the SENCO to deliver pupil progress and narrow gaps in performance.
- Teaching assistants will be deployed depending on their level of experience. To be most effective the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high quality teaching overall.
- TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

Whole school approaches:

- All staff contribute to the completion of provision maps/ Inclusion Passports and ensure that strategies are implemented to ensure quality first teaching for all
- Regular communication takes place between class/ subject teachers, TAs,
- SENCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The SENCo offers advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
All pupils are encouraged to join in extra-curricular activities
- All students have individualised targets
- Provision maps/ Inclusion passports are accessible so that staff, pupils and parents know what reasonable adjustments are available
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- School uses the local authority's local offer to inform the school offer. This is published on the school website as part of the governors' SEN information report.

Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from EPs, EMS, ESWS, ASCOSS etc.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may be allocated a key worker
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.

- Transition arrangements will be personalised to support additional need
- The SENCo will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The school will follow the latest statutory guidance, currently the CoP 2014

Monitoring and evaluating performance

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place.

This includes:

- Monitoring and evaluating of interventions, including their value for money
- Analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Completion of statutory functions by the SENCo related to referral for education health care plans (EHCP), termly meetings and annual reviews.
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, LA adviser, SEN governor
- Detailed discussions with families and pupils
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

The governing body evaluate the work of the school by:

- Appointing an SEN governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEN funding

Formulated: May 2017

Approved by governors :

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Abbreviations used:

ASCOSS	Autism Outreach Support Service
CoP	Code of Practice
EP	Educational Psychologist
EMS	Enhanced Mainstream School
ESWS	Educational Social Work Service
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant