Toton
Bispham Drive
Junior School
*Ad esse optimum*

**Special Educational Needs and Disability Policy**

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**Contents:**


Definition of Special Educational Needs and Disability
The Local Offer
Mission Statement

1. Aims and objectives
2. Responsibility for the coordination of SEND provision
3. Arrangements for coordinating SEND provision
4. Admission arrangements
5. Facilities for pupils with SEND
6. Allocation of resources for pupils with SEND
7. Identification of pupils' needs
8. Access to the curriculum, information and associated services
9. Inclusion of pupils with SEND
10. Evaluating the success of provision
11. Complaints procedure
12. In service training (CPD)
13. Links to support services & voluntary organisations
14. Working in partnership with parents
15. Links with other schools

## Definition of Special Educational Needs and Disability

Some children may require more help to learn and develop than children of the same age. If this is the case they may be classed as having special educational needs (SEN) so they can get extra support. This could include anything from small group support to one to one interventions from outside agencies.

## The Local Offer

More details about the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the 2014 reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smartphone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## Mission statement

For everyone to work together in a safe, stimulating environment and to develop happy, well rounded, independent, life-long learners who achieve their full potential.

## 1. Aims and objectives

### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.
Throughout the school community we aim to:

- Ensure the wellbeing and safety of everyone in our care.
- Promote a community within the school where good manners, courtesy and consideration for others are actively encouraged.
- Create a stimulating, challenging, enjoyable and fruitful learning environment.
- Provide equal opportunities for all
- Work in partnership with all stakeholders to promote consistently high expectations and achievement.
- Respect and care for each other and our environment
- Promote a healthy lifestyle

### Objectives in relation to SEND provision

At Bispham Drive Junior School we will endeavour to

1. **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services *[and feeder schools or early years settings – where applicable]* prior to the child's entry into the school.

2. **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

3. **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum**. This will be coordinated by the *[SENCo]* and will be carefully monitored and reviewed at least termly in order to ensure that individual targets are being met and all pupils' needs are catered for.

4. **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information *[at least termly]* on the

provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.

5. **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.

6. **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between pupils and their teacher/SENCo and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life *[e.g. membership of the School Council]*.

## 2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is **Andrea Goetzee (Headteacher)**

- The person co-ordinating the day to day provision of education for pupils with SEND is **Andrew Henshaw (SENDCo)**

- The person supporting the coordination of day to day provision is **Valda Wilford** (Senior Teaching Assistant/Assistant SENDCo)

## 3. Arrangements for coordinating SEND provision

The SENDCo will hold details of all SEND Support records electronically (where possible) and to which all staff have access. Such documents will include vulnerable groups, termly monitoring and assessment data, class and individual pupil's timetables and provision maps, minutes and actions from reviews, CAF or annual reviews for individual pupils and correspondence from outside agencies. Class teachers will monitor and review individual targets half termly, with the support of the SENDCo and assistant SENDCo and store the information centrally.

**All staff have access to:**

- The Bispham Drive SEND Policy;
    - Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
    - Information on individual pupils' special educational needs including: diagnosis and correspondence from outside agencies; action plans and new targets set; practical advice, teaching strategies, and information about types of special educational needs and disabilities.
    - Information on current legislation and SEND provision on staff room notice boards.
    - Information available through Nottinghamshire's SEND Local Offer.
    - The school provision map for provision of SEND across the school

Sharing of this information ensures every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

## 4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.
Bispham Drive Junior School adheres to the (SEND) Code of Practice 1.33 - 1.36 in relation to school admissions and inclusion. No pupil will be treated 'less favourably than other pupils' and 'reasonable adjustments' will be made in consultation with the 'Physical Disability Support Service' (PDSS) for those children with specific physical disabilities.

## 5. Facilities for pupils with SEND

- ramps/level flooring
- handrails
- single story
- disabled toilet

## 6. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENDCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Key decision-making approaches involve largely the SENDCo and Senior TA as to the deployment of staff and relevant and necessary resources needed for individual pupils.

If a pupil requires specialist resources, other sources of funding/resources can be accessed e.g. pupil premium, equipment provided through PDSS etc.

## 7. Identification of pupils needs

### Identification

See definition of Special Educational Needs at start of policy

### A graduated approach:

***Quality First Teaching***

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
c) The pupil's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
e) Through (b) and (d) it can be determined which level of provision the pupil will need going forward.
f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
g) Individual targets will provide small achievable targets for the pupil. This will be shared with the parents and the child.
h) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
i) The pupil will be formally recorded by the school as being under observation due to a concern raised by either parent or teacher but this does not necessarily place the child on the school's SEND list. It is recorded by the school as an aid to further progression and for future reference.
j) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

***SEND Support***

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be recorded by the school. At Bispham Drive, a pupil is usually added to the SEND register if they receive support from outside agencies or receive interventions that 'are additional to or different from' normal class work.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

***Assess***

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

***Plan***

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

***Do***

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

***Review***

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will

also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.
Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

### *Referral for an Education, Health and Care Plan*

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHC Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

**0115 9774012 or 0115 9773323**

or by contacting Ask Us Nottinghamshire on:

**http://www.askusnotts.org.uk**
**0800 1217772**

### *Education, Health and Care Plans [EHC Plan]*

a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the pupil's needs are not being met by the support that is ordinarily available. The school and the pupil's parents will be involved in developing and producing the plan.
b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## 8. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the pupil's parents for other flexible arrangements to be made.

We also give consideration to the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback

- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENDCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## 9. Inclusion of pupils with SEND

The SENDCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team together with subject co-ordinators and the SENDCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit, the Multi-Agency Safeguarding Hub, SBAPs, CAMHs etc

## 10. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

## 11. Complaints procedure

An appointment can be made with the Class Teacher or SENDCo at a mutually convenient time if a parent/carer wishes to discuss their child's needs. If further discussions are needed then the Assistant Head teacher or the Headteacher may be included too. All complaints will be dealt with in accordance with the schools complaints procedure.

If a Parent/Carer feels uncomfortable speaking to a member of staff they should put their complaint or concern in writing and a member of the Senior Leadership Team will respond to them within a week.

## 12. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The Family SENDCo will support with training needs and disseminate relevant information he/she has received from the County Council for SENDCos to share.

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

## 13. Links to support services and voluntary organisations

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

The following services will be involved as and when is necessary:

- Educational Psychologist
- Communication & Interaction Team
- Cognition and Learning Team
- PSED Team (Social and emotional support)
- PDSS Team (Physical Disability Team)
- Teachers of the Deaf
- SALT (speech & language)
- CAMHS (Childrens & Adults Mental Health Service)
- Occupational Therapists
- Early Help Team
- Specialist Dyslexia teacher

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

## 14. Working in partnerships with parents

Bispham Drive Junior School believes that a close working relationship with parents is vital in order to ensure

a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
b) continuing social and academic progress of children with SEND
c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through progress reports, parents' evenings, provision reviews, and reports at the end of each academic year.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor may be contacted at any time in relation to SEND matters.

Nottinghamshire has an active Parent Group which supports parents and children with SEND. See their website for more information: **http://www.askusnotts.org.uk**

## 15. Links with other schools

The school has strong links with our family of schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise and we work collaboratively to ensure successful transition between schools. Where necessary a transition plan will be put in place for children with SEND.

**Signed** Andrea Goetzee **(Headteacher)**

Date 1st November 2021

**Signed** Andrew Henshaw **(SENDCo)**

Date 1st November 2021

**Signed** Pauline Laing **(SEND Governor)**

Date 1st November 2021

**This policy will be reviewed annually.**