

# **SPECIAL EDUCATIONAL NEEDS POLICY**

*“Every child is an individual”*

*and*

*“Every situation is different”*

Date of Last Review:	February 2018
Date to be Reviewed:	February 2019
Review Body:	Governors & SENCO

## Policy Statement

The ethos of Great Bedwyn Church of England Controlled School is one which values the individuality of the child. The staff and Governors are committed to a policy which seeks to meet the individual needs of each child, particularly by developing and reinforcing self-esteem and by encouraging a positive attitude to life. To these ends, each child is helped to achieve a feeling of success in some aspect of school life and every effort made to instil a sense of pride in themselves and their work.

We recognise that many of the learning difficulties of children are temporary and can be overcome; pupils with special educational needs are given the opportunity to benefit fully from a challenging and rewarding education in a positive and secure environment.

The School Policy is consistent with the fundamental principles contained in the Special Educational Needs Code of Practice, 2014.

## What are Special Educational Needs?

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age. A child has a disability if they are prevented or hindered from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child is to be treated as special educational provision. **Code of Practice (2014).**

## Principles

There are a number of important principles underpinning the Code of Practice (2014) as follows:

- The views, wishes and feelings of the child are considered;
- importance is placed on the child and the child's parents in participating as fully as possible in decision making and being provided with the information and support necessary to participate in such decisions;
- The child and the child's parents are supported in order to facilitate the development of the child and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

These principles therefore provide the foundation for SEND provision at Great Bedwyn Primary School and are designed to support the following:

- Early identification of children's needs and early intervention to support them;
- The involvement of children and their parents in decision making;
- High quality provision to meet the needs of children with SEND with a focus on inclusive practice and removing barriers to learning;
- Supporting the child's confidence and self-esteem, and promotion of positive well-being in order for them to feel success and their views to be heard;

- Collaboration between education, health and social services to provide support;
- Successful transition into the next stage of a child's education.

Provision for children with special educational needs is a matter for the whole school. The Governing Body, Head Teacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The Governing Body of Great Bedwyn Primary School has prepared this policy to enable all children with special educational needs to benefit as fully as possible from the education offered at Great Bedwyn Primary School. The key to achieving successful learning for pupils with special educational needs is to ensure high quality teaching and learning is available to all. We aim to facilitate this through high quality teaching, differentiated programmes of work appropriate to individual children's needs, enhancement of children's self-esteem and enablement of all to realise their full potential

## **Aims and Objectives**

The aims and objectives of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in all school activities alongside pupils who do not have special educational needs;
- to request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership;
- to make clear the expectations of all partners in the process;
- to ensure a high level of staff expertise to meet pupil need through well targeted continuing professional development;
- to ensure support for pupils with medical conditions provides full inclusion in all school activities by ensuring consultation with health and social care professionals;
- to identify the roles and responsibilities of all staff in providing for children's special educational needs;
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum;
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## **Roles and responsibilities**

### **The SENCo is responsible for:-**

- The strategic management of SEND within the school and undertaking the required duties set out in the Code of Practice (2014). The SENCo will work closely with the Head Teacher in discharging these duties and will seek support from the Head Teacher in the management of the school's SEND provision;
- Overseeing the day to day operation of the SEND policy, SEN register, My Support Plans and Education Health and Care Plans (Statutory My Plans);
- Liaison with fellow teachers/governors/non-teaching staff;
- Describing, co-ordinating and supporting provision for children with SEND;
- Liaison with parents of children with SEND. To ensure meetings are arranged and attended when the need arises;
- Liaison with external agencies including the Local Authority's support and educational psychology services, health and social services and voluntary bodies;

- Contributing to SEND training of teaching and non-teaching staff;
- Liaising with local pre-schools so that support is provided for FS 1 children as they prepare to transfer;
- Liaising with local secondary schools so that support is provided for Year 6 children as they prepare to transfer.

### **The Governing Body are responsible for:**

- Doing its best to ensure that the necessary provision is made for any child who has special educational needs.
- Ensure that where the ‘responsible person’ or the Headteacher has been informed by the LEA that a child has special educational needs, those needs are made known to all that are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs.
- Consult the LEA and the governing bodies of other schools when it seems to be necessary or desirable in the interest of co-ordinated special educational provision in the area as a whole.
- Ensure that a child with special educational needs is fully included in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the efficient education of the children with whom they are educated and the efficient use of resources.
- Report to parents on the implementations of the school’s policy for children with special educational needs.
- The Governing Body reviews this policy annually to monitor whether the overall principles and objectives are being met and whether the provision and allocation of resources allows the needs of children with SEND to be catered for. In order to assist the Governing Body in this task this policy is formally monitored by the SENCo and findings reported to the Head Teacher and the other staff at the Annual School Review. The SEND Governor reports the outcome of the review to the Governing Body and the Governing Body considers any amendments to this policy in light of the annual review findings.
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all children with special educational needs.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

### **The governors play an important role in ensuring that:**

- They are fully involved in developing and monitoring the school’s SEN Policy.
- They are up to date and knowledgeable about the school’s SEN provision, including how funding, equipment and personnel resources are deployed.
- SEN provision is an integral part of the School Development Plan.
- The quality of SEN provision is continually monitored.
- An annual report is provided to parents.

### **The Head Teacher is:**

- The designated teacher with specific child safeguarding responsibilities.
- The designated person responsible for managing pupil premium grant and Looked After and Adopted Children.

- Responsible for managing the school's responsibility for meeting the medical needs of pupils

## **Arrangements for co-ordinating provision for children with special educational needs.**

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully included in the life of the class, such as participating in Collective Act of Worship and the literacy hour. For some children it will be necessary for them to spend time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified in their My Plan. This may be delivered by the teacher or teaching assistant and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The SENCO will oversee this provision to ensure it meets the objectives of this policy.

## **Specialist facilities**

We have a 'Rainbow Room' which is an allocated space for children who may need time out to be in a quiet space to reflect and repair. There is currently one teacher who coordinates special educational needs provision throughout the school.

All teaching assistants have the relevant qualifications and their training is updated in school.

## **Resources**

Some resources are centralised. They are accessible across and within year groups, to enable some pupils to continue with work at their appropriate ability level – be that higher or lower than their peer group.

The Studio is an available space that is used for working with smaller groups of children. Teaching Assistants are targeted to work with identified children under the guidance of the teacher in consultation with the SENCO. Occasionally children may be allocated by the LEA. A special educational needs allowance may be allocated to enable them to receive individual support. An Education, health and Care Plan normally determines this.

## **Identification and assessment arrangements and review procedures**

The school follows the guidance contained in the Special Educational Needs Code of Practice (2002). This recommends a graduated approach.

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas. These are:-

- Communication and Interaction
- Cognition and Learning
- Behavioural, emotional and social development
- Sensory and/or physical

Where possible we will try to meet every child's needs within an inclusive classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the

children in our school. (Reference Appendix 1 – Provision Map)

However, where through careful identification and assessment, we and/or the parents determine that a child is not making satisfactory progress, the class teacher will consult the SENCO.

They, in conjunction with the child and parents, will review the strategies and approaches that are currently being used and the ways these might be developed. Where this review leads to the conclusion that the child needs are over and above that which is normally available within the class or school we will help the child through the *My Support Plan* process.

## **Criteria for evaluating the success of the policy**

The policy will be evaluated against the objectives stated on page one and measured by:

- Teachers' planning reflecting the learning objectives for children with special educational needs.
- Parents being aware of individual targets set for children by discussing any additional needs and possible implementation of a My Support Plan.
- Where appropriate children being involved in discussing, constructing and reviewing their own targets and Plans.
- Child attainment or progress, as measured by objective testing and teachers' professional judgement, being raised.
- The School Development Plan priorities which include the provision for SEN.
- Value for money review of our Special Educational Needs funding.
- Any external evaluation or inspection.

## **Complaints procedure**

If parents or carers have a complaint concerning provision for their child they should initially attempt to resolve this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO and/or Headteacher. Should the matter still be unresolved the parents should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the LEA and/or Secretary of State.

## **Training and Resources**

The plans and arrangements for training and staff development are determined through the School Development Plan. Within this, provision is outlined for the SEND training needs of teaching and non-teaching staff. The Head Teacher coordinates all matters related to INSET, staff training and development and is advised by the SENCO of any specific unmet SEND training needs.

The Head Teacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the School, including the provision for children with Education Health and Care Plans. Funding provided to the school for children with SEND is allocated after careful consideration of all the children's needs on the SEND register. The Head Teacher informs the Governing Body of how the funding allocated to support SEND has been employed.

## **Links and use of outside agencies**

Close links are maintained with the LEA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO will make the necessary arrangements and inform parents accordingly. These agencies normally include the Local Area Team, learning support team, PASSIS team, speech therapist, behaviour support team, social services, health and LEA

personnel. Any or all of these agencies may be involved in the construction, delivery or review of targets set in children's My Support Plans or Education, health and Care plans in order to ensure children's attainment is raised.

## **Partnership with parents/carers/children**

Parents or carers are seen as important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents' contribution to the education is valued highly by the staff of the school. Parents are encouraged to involve their child in the decision-making processes, including determining the level of participation, recording children's views and implementing and reviewing the support plans. The school will also update parents with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning by being voted onto the school council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN this includes discussing the strategies for success in their Support Plans and completing One Page Profiles which outline their needs from their own point of view. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

## **Links with other schools**

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local pre-school groups. Pre-school children are invited to visit Great Bedwyn School for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage.

Close links are maintained with St John's, Marlborough and John O'Gaunt, Hungerford Secondary Schools to ensure smooth transition between years 6 and 7. Children with special educational needs who do not transfer to St John's or John O' Gaunt are subject to similar arrangements with the receiving school.

## **Transition Arrangements**

All children with SEND currently have a One Page Profile, which has been completed in partnership with the child and a member of staff. It outlines the child's needs and areas of support. It is shared for transition between classes and is available for any staff that may be working with that child.

Information such as school reports, My Support Plans and Education Health and Care Plans will be sent to a child's new school as requested. Where appropriate a telephone call will also be made.

## **EXCEPTIONALLY ABLE CHILDREN**

Whilst the majority of able pupils have their provision through suitably differentiated classroom

provision, some **exceptionally able** (approximately top 2% of school population), are considered to have special needs. Therefore, our school has chosen to encompass all their provision for able pupils within our special needs documentation.

*'Each pupil has a unique combination of abilities and special needs.'*

## **DEFINITION – EXCEPTIONALLY ABLE**

This child is one who shows outstanding talent or aptitude, either across the curriculum or in a specific area and whose needs cannot be fully met in making use of educational facilities generally provided in schools.

By working in groups and individually, we aim to extend each child's ability to the full. Where it is recognised that a child is exceptionally bright or gifted, individual education plans will be drawn up with long and short term targets. They will be designed to cater for individual needs and will, where appropriate, refer to high levels in the National Curriculum. We recognise the social importance of children being educated in their peer group.

## **IDENTIFICATION/ASSESSMENT**

Children who are exceptionally able or excel in one particular part of the curriculum should be regarded as having special educational needs.

We are aware that we must not be concerned solely with academic achievement and excellent presentation of written work. Some exceptional children are untidy and careless, apparently unable to write in pace with their thinking. We are aware of abilities in all areas of the curriculum in the performing arts, leadership and interpersonal skills.

Small groups of exceptionally able children will be given open ended tasks to enable them to; tackle more complex issues; understand more difficult concepts; deepen and broaden their knowledge and understanding; use a wider and more demanding range of source material. They are given opportunities for discussion and further research and are challenged rather than simply expected to produce more written work than other pupils in the group.

We need to be aware of children who may be very able in certain areas but very weak elsewhere. At this school, through differentiation, all teaching is geared to helping the individual achieve and develop fully. If the school cannot meet the needs, help will be sought.

## **Admissions Arrangements**

Normal admission arrangements apply. The admission's policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make every effort to ensure the child's needs are fully met. The school building is on one level with no steps and we also have a toilet and shower facilities for the disabled. If a child is transferring into the school with an Education Health and Care Plan, or a My Support Plan, the continuation of this support will be negotiated with the LEA to ensure their needs can be met.

## **Equal Opportunities and Inclusion**

Through all subjects we ensure that Great Bedwyn Primary School meets the needs of all; taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of children to ensure inclusion for all and that all children are prepared for full participation in a multi-ethnic society.

We also measure and assess the impact of provision regularly through meetings with our SENCo and individual teachers to ensure all children have equal access to succeeding in this subject.

Through appropriate curricular provision we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

All children will be given full opportunity to be included into the daily activities of the school community, including school visits. Risk assessments and procedures are in place to enable all children to participate. If it is deemed that a child needs one to one support then resources and appropriate provision will be allocate

## **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25(2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations
- Statutory Guidance on supporting pupils in school with medical conditions April 2014