



Bridstow CofE Primary School Special Educational Needs and Disability Policy

Head Teacher/SENCO Paul Sockett
Assistant SENCO Rossanna Griffith
SEN Governor Alison Beynon

.....

Date approved by the Governing Body January 2015
Reviewed January 2016

1. Introduction

Bridstow Primary School is an inclusive school. Our aim is to ensure that every child is offered the opportunity to achieve their full potential, no matter what their needs may be.

We believe that all pupils are entitled to a broad and balanced curriculum for an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilled lives, and make a successful transition into further education, training or employment.

Therefore we ensure that each pupil

- receives the support they need to meet their educational needs
- engages in the activities of the school alongside other pupils

We aim to achieve this by

- Setting high expectations and ambitious targets for all
- Ensuring that there is high quality classroom teaching, differentiated to meet the needs of groups of pupils and individuals, enabling them to meet targets
- Providing comprehensive training and guidance for teachers and teaching assistants, which is tailored to individual pupils needs
- Regular and rigorous monitoring of achievement, both within the school and with reference to national data, which identifies those pupils not making expected progress
- Intensive monitoring of the learning experience and classroom teaching quality, as well as patterns of need, leading to targeted professional development and refined guidance on classroom strategies where appropriate
- Effective identification of individual pupils' barriers to learning, as identified by analysis of base-line tests, through observations, and additional tests, where appropriate
- Effective programmes of intervention, aimed at overcoming barriers to learning and thereby restoring expected progress

This policy has been re-written with comprehensive reference to the SEN Code of Practice 2014, the Children and Families Act 2014 and the Equality Act 2010, and is to be read in conjunction with

- Equality and Accessibility Policies
- Learning and Teaching Policy
- The school's policy on Supporting Pupils with Medical Conditions
- Safeguarding and Child Protection Policy
- The school's Local Offer
- The school's Development Plan

The policy has been written with regard to the following principles

- Participation of parents and pupils in all stages of decision-making
- Early identification of needs
- Collaboration with health and social care services
- High quality teaching and provision underpinning educational needs
- Best endeavours are made to make reasonable adjustments to enable inclusion
- Changing and sometimes temporary needs of pupils

2. Definition of Special Educational Needs

Pupils with special educational needs have problems with learning which can make it hard for them to cope in class. A pupil has a special educational need where their learning difficulty or disability calls for special educational provision - that is, provision different from or additional to that normally available to pupils of the same age. Special educational provision is called for in situations where, despite targeted intervention, a pupil continues to make less than expected progress given their age and individual circumstances.

Progress that is less than expected can:

- Be significantly slower than that of their peers starting from the same baseline;
- Fail to match or better the pupils' previous rate of progress;
- Fail to close the attainment gap between the pupil and their peers;
- Widen the attainment gap;
- Include progress in wider development or social needs.

Progress will be measured in line with the school's Pupil Progress Policy. All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

A pupil's needs are likely to fall into one or more of the following broad areas, although the profile of difficulty or disability for each pupil will vary and may change over time.

Cognition and learning [processing or retaining information]

- Moderate Learning Needs (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties (SpLD)

Pupils with SLD are likely to need support in all areas of the curriculum. These may be associated with mobility and communication. Pupils with PMLD are likely to have severe and complex learning difficulties as well as physical or sensory impairment.

Pupils may also have SpLD, where one or more specific aspect of learning is affected, e.g. dyslexia, dyscalculia and dyspraxia, poor short term memory, poor listening and attention skills, short concentration and high levels of distractibility.,

Sensory and/or Physical (impairments of hearing, sight or ability to coordinate movements)

- Hearing Impairment (HI)
- Visual Impairment (VI)
- Physical / Health / Medical (PD)

These may prevent or hinder a pupil from making use of educational facilities, and may require specialist support or equipment.

Speech, Language and Communication (difficulties with developing speech and language either understanding what they hear or being able to express themselves.)

- Autistic Spectrum Disorder (ASD)
- Speech, Language and Communication Needs (SLCN)

Such pupils may have difficulty saying what they want to, understanding what is being said to them or understanding/using social rules of communication or imagination. Difficulties with following instructions, or sequencing events or tasks.

Social Emotional and Mental Health (difficulties in relationships with other pupils or adults.)

- Emotional Well Being
- Social Behaviour
- Learning Behaviour

SEM (previously referred to as BESD or SEBD) difficulties are manifested in different ways, including becoming withdrawn or displaying challenging, disruptive or disturbing behaviour (e.g. self-harm, eating disorders). Low self esteem, attention seeking behaviour, aggression, lethargy, neglected appearance, toileting problems, obsessive behaviour/nervous tics/habits.

These may reflect underlying mental health issues, such as anxiety, or may be the result of disturbance or upset in the pupil's home life. There may be Medical or health problems, attendance problems and possibly safeguarding issues.

Other pupils may have disorders such as ADD, ADHD or attachment disorder.

When identifying SEN, it should be noted that

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has special educational needs.
- Slow progress and attainment do not necessarily mean that a pupil has SEN. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.
- Short term learning difficulties and wider mental health problems can be caused by events such as bullying or bereavement. Such events will not always lead to pupils having SEN; although where difficulties are persistent the school will consider whether the pupil will benefit from being assessed for SEN.
- Difficulties related solely to limitations in English as an additional language are not SEN. The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. The help of EAL assessment at Herefordshire EAL department may be sought.

3. Identifying Special Educational Needs

Bridstow Primary School takes a graduated approach to identification. The class teacher, SENCO, pupil or parent may have concerns regarding the pupils' progress. After discussions the class teacher, working with the SENCO, gathers informal evidence, observes and may put in some low level support. This will be for an agreed length of time.

Quality First Teaching:

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. It is normal practice in class to differentiate work, that is, to adapt tasks to make them more challenging for the most able and less challenging for children who find learning harder. Most pupils' needs can be met by the school's usual differentiated curriculum. Others may benefit from a catch-up programmes for Maths or Literacy.
- If a concern is raised about a pupils' progress, discussions should take place between the class teacher, parent, pupil and SENCO. The pupil will be monitored, and possible support strategies put in place.
- Pupil Progress Meetings are used to monitor and assess the progress being made by pupils.
- Adding children to the SEN Register and removing them, is a process which involves discussion between parents, teacher, the SENCO/Assistant SENCO and, if appropriate, the pupil.

4. Responding to Special Educational Needs

Step 1:

ASSESS: After the agreed length of time, the SENCO, working with class teacher, makes a decision as to whether the pupil has SEN in the light of the informal evidence gathered. The pupil's needs are likely to fall into one or more of the areas above, although the profile of difficulty or disability for each pupil will be different within each broad area and may change over time.

- This process recognises pupils who are identified as requiring additional and different help to that which has been provided at Step 1.
- Pupils may become Step 2 if they have been assessed as being 3 or more National Curriculum points behind their expected level for 3 consecutive half term assessment periods. (Note: This will change under the new assessment system in 2014-2015).
- At this stage the SENCO will seek consent from parents to assess a pupil in-house, or refer to an external agency, to ascertain what the specific barriers to learning may be.
- Pupils will now be placed on the SEN Support Register or Concerns List, and an Individual Provision Map will be provided which will detail the specific provision that will be made.
- The school provision map will detail all interventions that are being carried out across the school.
- It will be the responsibility of the SENCO to monitor the individual and school provision maps, the effectiveness of the provision and the progress of the pupils.

In response to the identification of SEN, the school will take action to remove barriers to learning and put special educational provision in place. This support will take the form of a four-part **ASSESS-PLAN-DO-REVIEW** cycle. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the special educational needs of the pupil.

Step 2:

PLAN: The class teacher and SENCO will agree, in consultation with the parents and the pupil, the adjustments, special interventions and support to be put in place, as well as the expected impact on progress. This will be done in the light of evidence and decisions from Steps One and Two. The SEN Plan will be communicated formally to parents. The plan, desired outcomes and additional teaching strategies required will be communicated to all teachers and staff who work with the pupil.

- When a pupil has been identified as having SEN, and steps have been taken for provision under Stages 1 and 2 but the pupil has not progressed as expected, the school will consider taking steps under Stage 3.
- This may involve further consultation with external agencies, who will make their own assessments of the pupil and provide support in the planning of extended provision and continued support.
- The SENCO/Assistant SENCO will be responsible for monitoring that the advice of external agencies is being followed, and will liaise with the agencies when required.

Step 3

DO: The SENCO/Assistant SENCO will provide training for any additional teaching strategies or support needed by teaching staff and will support the class teacher in the further assessment of the pupil's particular strengths and weaknesses.

- The class teacher remains responsible for working with the pupil during lessons and retains this responsibility where interventions involve group or one-to-one teaching away from the main classroom.
- The class teacher will adapt expectations according to time spend in class, under guidance from SENCO/Assistant SENCO.
- Staff providing one-to-one or small group intervention will keep the class teacher and SENCO/Assistant SENCO fully informed of progress and changing milestone targets.

Step 4

REVIEW: A review is conducted by the date previously arranged. A record of the review is made stating the impact of the support and interventions on the pupil's progress, the views of parents and pupil and a further analysis of the pupil's needs, any changed desired outcomes and a review date (generally during the subsequent term). Pupil views will normally be sought in advance of the review meeting.

- The class teacher, working with the SENCO/Assistant SENCO, will revise the support in the light of this evidence. The Assistant SENCO will also liaise with and involve outside specialists where appropriate, and in all cases where progress continues to be less than expected despite SEN support. The review document, including the revised plan, will be communicated formally to parents. The revised plan, desired outcomes and additional teaching strategies required will be communicated to all teachers and staff who work with the pupil.
- All future stages of the ASSESS-PLAN-DO-REVIEW cycle will be recorded. Review meetings will be carried out at least three times a year, generally once a term.

5. Specialist SEN Provision

At Bridstow VA Primary School we use a number of targeted interventions to support children, particularly those children who are achieving slightly below average. These programs include: Read Write Inc, Letters and Sounds, Direct Phonics, Rapid Reading, Rapid Writing, Teaching Talking, Accelerated/Accelerate, Talkboost, Write from the Start and Numicon

We are also developing particular expertise in

Speech and Language Support:

POPAT Phoneme Awareness Training; Rossanna Griffith and Fiona Turner

Talk Boost support for 4-7 years olds with language delay; Rossanna Griffith and Tanya James.

Elklan Supporting Children with Speech and Language Difficulties in the Classroom-Level 3; Vicki Page, Amanda Denny & Rossanna Griffith

Elklan for Children with ASD-Level 3; Rossanna Griffith

Elklan for Pre-school Children; Rossanna Griffith

SureStart Communicating Matters-Level 3; Rossanna Griffith

Signalong; Rossanna Griffith (HLTA), Amanda Denny (YR 2), Emma Davis (YR3 & 4), Fiona Turner (YR5 & 6) Vicki Page (SEN support).

Social and Emotional Support:

Attachments and Understanding Children with Social, Emotional and Behavioural Difficulties; whole school training

Therapeutic Play Interventions to support children who have experienced trauma or loss; Rossanna Griffith & Tanya James

Developing Resilience and Helping Children Reach Their Full Potential; Rossanna Griffith

SEAL; Rossanna Griffith

Along with the Signalong training, all TAs have received training in 'Communicate in Print', a symbol based programme to support children with a range of speech, communication and behaviour difficulties, and all staff received training in how to identify speech and language problems.

On line/other training

Dyslexia; Rossanna Griffith, Emma Davis, Amanda Denny

Autistic Spectrum Disorders; Rossanna Griffith, Tanya James, Fiona Turner

Speaking and Listening; (Teaching Talking) Rossanna Griffith, Vicki Page

Physical Development; (Fine and Gross Motor Skills and Brain Gym Training) Rossanna Griffith, Vicki Page

Behaviour; (Friends Programme, Talkabout Programme) Rossanna Griffith

Literacy; All TAs have received Clicker 6 training

All staff has received Diabetes Awareness training, and some of the TAs are trained to test blood sugar levels and to deliver insulin to a pupil via a pump.

Staff has also received Cystic Fibrosis Awareness training. Some staff now administer Creon tablets and some TA's have received CF Physiotherapy training.

Staff receives appropriate medical training to enable them to cope with the needs of the children in their everyday activities. See Supporting Children with Medical Conditions Policy

The school has experience in supporting children with a variety of needs. A quiet room (The Nest) is equipped with a resource base of additional materials where small groups and individual children can work when needed. This room is also used for children who may be having behavioural or emotional problems, providing a safe environment for them to work through their problems with Mrs Griffith, Assistant SENCO.

The entrance to the school is flat and wheelchair users can access the main classrooms. We also have a disabled toilet can be adapted for children when necessary.

A full list of interventions etc can be found in our school's Local Offer.

6. Outside Specialist Support

The school will work closely with the Local Authority and other providers (see Local Offer) and may commission specialist services directly. Such specialist services include, but are not limited to:

- Educational Psychologist
- Education Welfare Service
- Specialist teachers with a specific SEN qualification for pupils with; impairments, such as visual or hearing;
- Therapists (physio, occupational and speech & language).
- Behaviour Support Team.
- EAL Team
- Travelling Children Service
- ASD Language Specialist
- Mental Health (CAMHS)
- Hospital Outreach Teachers

In addition, the following service is available

The Kite Team, this comprises of several specialist teams, which cover the whole county of Herefordshire, supporting children, young people and families whose lives are affected by disability and/or chronic illness. This includes:

- Community nurses for children and young people with complex health needs and life-limiting conditions.
- Community nurses for children and young people with learning disabilities
- Family support workers
- Occupational therapists
- Physiotherapists
- A clinical psychologist (Learning Disabilities)
- Social workers

The SENCO/Assistant SENCO will involve these professionals as appropriate, providing parents agree to their involvement, and will work alongside them to meet the needs of individual children. External support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs.

7. Funding for SEN support

Resources are provided to the school for supporting those with additional educational needs. The amount is determined by a local funding formula, and is referred to as the 'notional SEN budget'. It is not a ring-fenced amount and its use is determined as part of the schools annual budget planning. The school tracks spending on all additional educational provisions and regularly reviews the impact.

The school funds special educational provision up to £6000 per pupil per year as determined to be appropriate by the school in consultation with parents and the Local Authority. Additional Top-up Funding can be applied for from the Local Authority if the support the child needs is determined to be over and above what a mainstream school would be expected to provide (High Needs Matrix).

8. EHC Plans

Where, despite the school having taken the relevant and purposeful action described above to identify, assess and meet the SEN of a student, that student has not made expected progress, we will consider requesting an Education, Health and Care needs assessment from the Local Authority, providing they meet the criteria as identified by the Local Authority. If they do not meet these criteria, parents or the student can request directly to the Local Authority. An EHC needs assessment is likely to be the case where the special educational provision required to meet the student's needs cannot or can no longer be reasonably provided from within the resources normally available to the school. This assessment should not normally be the first step in the process, but rather will follow the Assess-Plan-Do-Review cycle above carried out in the school.

An EHC plan may be needed in cases where a pupil who was been well supported at school moves to a high school where the same range or level of support is not available.

The school will comply with the timescales for the request of information by Local Authorities during the EHC needs assessment process.

An EHC needs assessment will not always lead to an EHC plan. Parents have the right to appeal to the Local Authority.

9. The role of Inclusion/Special Educational Needs Coordinator and Assistant SENCO

The SENCO (Special Educational Needs Co-Coordinator) here at Bridstow VA Primary School is the Head, Mr Paul Sockett and Assistant SENCO is Mrs Rossanna Griffith, responsibility for Special Educational Needs and Inclusion is shared and liaison is ensured by written and verbal communication.

The key responsibilities of the SENCO/Assistant SENCO may include:

- Overseeing the day-to-day operation of the school's SEN policy;
- Coordinating provision for pupils with SEN;
- Advising on a graduated approach to providing SEN support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively;
- Liaising with parents of pupils with SEN;
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the local authority and its support services;
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all pupils with SEN up to date;

- To train, support and manage the TAs who work with identified groups/individual pupils;
- To contribute to the induction of new staff regarding SEN;
- Meeting with the SEN Governor termly to monitor the SEN provision throughout the school.

10. The CAF Process

In cases where more than 1 outside agency is involved a CAF will be offered to the family. (See Herefordshire Levels of Need Threshold August 2014) The Common Assessment will ensure that a child or young person with additional needs only has to tell their story once. The lead professional will be one point of contact and co-ordinate a family support plan. An information sharing protocol will ensure that information is shared appropriately and safely. It covers all aspects that affect a child's development from health, education and social development, through to housing and family relationships.

Only appropriately trained CAF practitioners (who have undertaken the CAF training organized by the Herefordshire Local Authority) should undertake the CAF. This involves putting in place an action plan with the involvement of the parents/ carers and if appropriate the child. The lead professional will be named. This person will take the lead in co-coordinating provision and provide a single point of contact with the family when a range of services are involved with the child and an integrated response is required. This person should also have undertaken the CAF training and the on line Lead Professional training. Review meetings will be held these will be known as Team Around the Child meetings (TAC).

Assistant SENCO Mrs Rossanna Griffith is a trained CAF Practitioner, and has also completed the Lead Professional training.

11. Transition

The transfer of information is important at every stage. Before the child starts in Reception here at Bridstow School contact will be made not only with the parent/carer, but all relevant agencies that have been involved with the child including Nursery, Health Visitor, Portage, S<, Physio and OT therapists.

As the child progresses from Reception through the school, records will be transferred. SEN records are passed to the SENCO/Assistant SENCO who keeps a central bank of information about special educational needs. The SENCO/Assistant SENCO passes relevant information to the child's new teacher, and staff are asked to discuss individual needs and styles of learning with each other. At any time staff are able to access pupil information from SIMS or Pupil Tracker.

When children move to other schools, SEN records will be sent to inform the new school of the child's needs.

If the pupil has an EHC Plan the SENCO/or other relevant member of staff of the receiving school will be invited to the annual review in the term before transfer.

Before the end of Year 6, the Assistant SENCO meets with the SENCO from the secondary school and the New Year Group Tutor to inform them of any pupils that have already been identified or any pupils who may need close observation initially.

By the beginning of Year The Assistant SENCO working closely with parents and pupils will have arranged visits to other schools so that transfer arrangements can be made in good time.

Date policy implemented Autumn 2014 - Approved by Governing Body January 2015

Date reviewed Spring 2016