



**Bembridge C of E Primary School**  
'Learning to love God, one another and ourselves'

## Special Educational Needs and Disabilities Policy

Signed \_\_\_\_\_ Date: \_\_\_\_\_  
(Headteacher)

Signed \_\_\_\_\_ Date: \_\_\_\_\_  
(Chairman Board of Governors)

Review date: September 2022

**Bembridge CE Primary School**  
*Learning to love God, one another and ourselves*  
**Special Educational Needs and Disabilities Policy**

Introduction

At our school we will do our best to ensure that the necessary provision is made for any pupil who has Special Educational Needs or Disabilities.

Special Education Needs or Disabilities (SEND) refers to a child with difficulties which range from mild degrees of learning difficulties to profound and multiple disabilities. Learning difficulties may be caused by hearing or visual impairment, physical difficulty or emotional and behavioural difficulties. Children have Special Educational Needs if their difficulty of learning is significantly greater than the majority of their peers.

Children also have Special Educational Needs if they have abilities beyond the majority of their peers and consequently require a more challenging curriculum than that appropriate for the majority of children.

This policy should be read alongside the revised Code of Practice and the school's other policy documents.

The Code of Practice starts from the assumption that every classroom in every school should be delivering a differentiated curriculum. This means that a wide range of needs will be catered for by the action of the class teacher, the resources available to that teacher and the curriculum planning which the teacher undertakes for all pupils.

Our philosophy

The policy within our school reflects the high expectations we have of all our children. We endeavour to ensure that all children receive a broad, balanced and differentiated curriculum enabling them to develop to their full potential academically, socially, emotionally, physically and spiritually. We consider that every child's needs, strengths and difficulties will be recognised, valued and supported in order to enable the child to make good progress, achieve the best possible outcomes and feel included.

Aims

- Children's needs will be identified at the earliest opportunity as thoroughly as possible to ensure that they are addressed.
- Parents will feel that they are actively involved within any process of identification and provision
- Children will be included in the process through an active and positive approach and feel that they have a voice which is heard.

- Children with vulnerabilities and barriers to their learning are able to make the best possible progress.
- The school environment is able to meet individual needs by making reasonable adjustments.
- Teachers and support staff are able to fulfil their roles and responsibilities with knowledge and confidence to appropriately meet the needs of children
- Quality Teaching and Learning underpin the learning experiences of children with additional needs
- There will be effective partnerships between all involved with the child i.e. pupils, parents, teachers, specialist support staff, health, social services, education, welfare and other agencies.
- All children will be able to participate in all the school offers.

### Objectives

- To provide the child with a secure and supportive learning environment.
- To set achievable targets to promote self esteem and a positive attitude to learning
- To employ a variety of resources and teaching strategies to enable differentiation of the National Curriculum.
- To work in partnership with parents and pupils.
- To make all staff aware of the range of external agencies available to support children.
- To make all staff aware of the need for a whole school response to Special Educational Needs.

### Admission arrangements and facilities

The admissions process for children with SEND is the same as for all children. The admissions policy for the school does not discriminate against any child with special educational needs or a disability.

All children admitted to the school have access to a broad and balanced curriculum, differentiated to meet their needs.

The school is single storey and has entrances without steps to provide access for physically disabled children. There are also easily accessible toilets and showers. A range of resources are available to meet the needs of children.

Under the Children's and Families Act of 2014 the governing bodies of schools must publish an SEN Information Report. The report known as the 'School Offer' informs parents and carers and those seeking information about the school, details of provision for meeting SEN. This information is published online on our school's website and is based on the school's current provision. This will be updated in line with any development.

## Resources

A range of resources are available to meet the needs of children. For specific information and advice the Special Educational Needs Co-ordinator (SENCO) is available to all staff at all times. Other professionals and support agencies are consulted when necessary. Priorities regarding special educational needs and provision will be detailed in the SENCO's Action Plan and School Development and Improvement plan.

## Roles and responsibilities

The Governors of Bembridge CE Primary School fully support the objectives outlined and recognise their role in maintaining and evaluating special educational provision within the school with regard to the Code of Practice. The Governing Body will do its best to ensure that the necessary provision is made for any pupil who has special educational needs. There is a designated SEND governor whose role is to liaise with the SENCO on a termly basis. The governing body recognises the importance of staff being trained to support Special Educational Needs and ensures this through the Performance Management process which is led by the Head teacher.

## Role of the SENCO

The SENCO seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the standards of pupil's achievements, and by setting targets for improvement. The SENCO collaborates with curriculum co-ordinators so that the learning for all children is given equal priority, and available resources are used to maximum effect. Her responsibilities include:

- Overseeing the day to day operation of the school's SEN policy.
- Co-ordinating the provision for children with SEN.
- Liaising and advising staff on the graduated approach to providing SEND support
- Liaising with and advising the Head teacher.
- Managing learning support assistants.
- Overseeing the records of all children with SEN.
- Liaising with parents.
- Liaising with external agencies including the LA's support and Educational Psychology services, health and social services, and voluntary bodies.
- Contributing to the in-service training of staff.
- Attending relevant training opportunities.
- Chairing Review meetings

- Ensuring statutory responsibilities and duties as set out in Education Health Care plans are met.
- Ensuring the safety and wellbeing of all children

### Role of the class teacher

All staff will follow the school's processes which enables the effective implementation of this policy. The Teacher's Standards 2012 make it clear that it is every teacher's responsibility to adapt teaching to respond to the needs of all pupils. Therefore once the need for SEND support has been identified the first step is to ensure that high quality teaching, differentiated for individual pupils, is in place. The Code of Practice says that **'all teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required'**.

They must plan carefully and assess the impact of targeted interventions.

All teachers are teachers of children with special educational needs and each class teacher has overall responsibility for the day to day education and welfare of his or her class.

The responsibilities include:

- Ensuring the safety and wellbeing of all children in their class
- Providing high quality inclusive teaching for all to access
- Differentiating the curriculum to ensure access and progress for all children regardless of their ability
- Having a clear understanding of the needs of all children, including those with special educational needs or disabilities
- Being aware of the school's procedures for identification, assessment and subsequent provision for pupils with SEND.
- Liaising with the SENCO to decide what action is required to assist pupils with SEND
- Providing additional intervention where appropriate
- Reviewing and updating Pupil Passports and Class Provision Maps each term.
- Effective deployment of additional adults in the classroom.
- Recording and reporting on progress to parents
- Writing Annual review reports

### Role of the parents

Partnership with parents is very important to all staff at this school. We recognise that parents have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their child's education. Developing good relationships with parents is seen as crucial to success. The first port of call should always be with the class teacher but parents are also welcome to contact the SENCO, through the school office.

## Role of the Head Teacher

The Head teacher will evaluate the success of the education, which is provided to children with Special Educational Needs or Disabilities by using the following assessment:

- Analysis of data and pupil progress.
- Lesson observations.
- Monitoring of class teachers planning and differentiation.
- Work sampling.
- Reports from outside agencies.
- Report directly to the Governing body.

The Headteacher will also be responsible for ensuring that all staff are suitably trained and knowledgeable on issues of special Educational Needs. The Head teacher will have regular meetings with the SENCO to discuss any issues that arise and will be available to consult with parents as required.

## SEN Support

The 2015 SEND Code of Practice refers to a single group of children who have SEN but who do not have such needs to require a statutory assessment. They are now termed those who are receiving 'SEN Support'. How the support is organised is up to individual schools. The school will consider a child as having special educational needs if the child requires support which is 'additional and different' to that which is normally provided for others of the same age.

Under the Code of Practice 2015, special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

While the four categories of needs broadly identify aspects of primary areas of needs for children, we recognise that children may have other reasons for their rate of learning.

These may include:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked-after child
- Being an adopted child
- Being a child of a serviceman/service woman

## High Quality Inclusive Teaching - identification of SEND

Every teacher is a teacher of every child, including those with SEND and, as such, are responsible for their learning (progress and attainment) Schools are expected to use their own resources up to the value of £6000 to meet the needs of the child with identified SEND. Our aim is for all children to be working independently, in class, with work that is suitably challenging. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant in the class. This can be individually or as part of a group.

We provide all children with a curriculum tailored to support specific needs, whilst ensuring a level of challenge to allow children to make expected levels of progress. Teachers focus on high quality teaching that is differentiated and personalised and will adapt the environment and use a range of strategies to support children with SEN.

Once a child has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulty. Slower progress does not always mean that a child has a special educational need. Regular book scrutiny and lesson observations will be carried out by the SENCO and other members of the leadership team to ensure that the needs of all children are met and the quality of teaching and learning is high.

The 2015 Code of Practice states that children who continue to cause concern despite targeted evidence based intervention will be placed on the school SEND register, once parents have been fully informed. If a pupil has been identified as needing SEND support then, following consultation with the parent and the SENCO, a 'Pupil Passport' along with an individual 'Learning Programme' will be created. The learning programme will include learning targets and appropriate strategies needed to meet them.

Pupil Passports will be reviewed at least once every term, to ensure the child is making progress. If a child demonstrates significant cause for concern, despite the best efforts of the school and the advice of external agencies, then a request for statutory assessment or an 'Education and Health Care Plan' can be made by the school to the Local Authority (LA).

Where a pupil has been granted an EHC plan, the local authority **must** review that plan as a minimum every twelve months. The school **must** co-operate with the local authority in the review process

There is no expectation that the child remains on the SEN Register for all his or her time at school. The removal or level of response is determined by the child's progress and needs.

All of the above stages are carried out in partnership between the school, parent and child.

### **Managing Pupils' SEND needs on the SEND Register using the 'Graduated Approach'**

The 2015 Code of Practice states that the support provided to pupils with SEND consists of a four part process: • Assess • Plan • Do • Review

#### **Assess**

Pupils will be clearly analysed using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data together with the views and experience of parents. The child views and where relevant, advice from outside professionals will also be considered. This information will be used to plan a programme of intervention and/or put in place strategies to support access to learning.

#### **Plan**

Planning will involve consultation between the teacher and the SENCO to agree the adjustments, interventions and support that are required: the impact on progress, development, that is expected and a clear date for review. These are recorded on the Pupil Passport Learning Programme and shared with parents during termly meetings.

#### **Do**

The class teacher remains responsible for working with the child 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. They will work closely with teaching assistants and/or specialist staff to plan and assess the impact of support.

#### **Review**

The review process will evaluate the impact and quality of the support and interventions. This information will be used to determine the next steps. Next steps can range from new targets, specialist intervention or an EHCP application. If pupils have made enough progress they may be discharged from the SEND register.

### **Support services and links with other agencies**

The school has established links with the following agencies to gain advice and help us support pupils with SEND appropriately -

- Sensory impairment (hearing/vision)
- Speech and language therapy
- Occupational therapy
- Physiotherapy
- School nurse
- Educational welfare officer
- SENDIASS
- Crossley Company - behaviour support

## Transition arrangements

Prior to a new school year our Foundation teachers and SENCO liaise with Early Years providers to prepare for any pupils coming to school already highlighted on an SEN register.

When children leave the school, all records and relevant documentation will be passed directly to the new school. At the point of transfer to secondary school the class teacher and SENCO will liaise with the new SENCO to ensure a smooth transition for all pupils.

## Complaints

In the event of a complaint in respect of provision for a pupils with special educational needs, the complaints procedures, as set out in the school prospectus will be followed.

This policy will be reviewed and revised annually by the SENCO and Headteacher.

September 2021

Review September 2022