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Rationale

1. Bridlewood Primary School provides an inclusive, broad and balanced curriculum for all children. The Early Learning Goals and National Curriculum are our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Every teacher is a teacher of every child, including these with special educational needs and/or disabilities.
2. A minority of children have particular learning and assessment requirements that could create barriers to learning. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.
3. Children may have special educational needs, either throughout or at any time, during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs and/or disabilities takes account of the type and extent of the difficulty experienced by each child.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years), 2014, states that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

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Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is, “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.”

This definition includes children and young people with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments or aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Aims

The aims of this policy are:

- to operate a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs and/or disabilities;
- to ensure we are creating an environment that meets the special educational needs and/or disabilities of each child;
- to ensure that the special educational needs and/or disabilities of children are identified at the earlier opportunity, assessed and provided for;
- to identify the roles and responsibilities of staff in providing for children’s special educational needs and/or disabilities;
- to enable all children to have full access to all elements of the school curriculum and school life;
- to enable children in the school to work towards promoting a positive self- image and self- worth;
- to regularly review and evaluate children’s progress and to work in partnership with parents, carers and children throughout the process;
- to follow the special Educational Needs and Disability Code of Practice (0 to 25 years), July 2014.

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Inclusion

All pupils at Bridlewood Primary School are equally valued, regardless of whether they have special educational needs and/or disabilities. Where possible, they are included into every aspect of school like, sharing meal times, recreational times, school clubs and visits. Bridlewood Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos;
- broad and balance curriculum for all children;
- systems for early identification of barriers to learning and participation;
- high expectations and suitable targets for all.

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.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs and/or disabilities. Additional interventions and support may also be put in place to support pupils.

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The Role of the Special Educational Needs and/or Disabilities Coordinator (SENDCO)

In our school the Special Educational Needs Coordinator (SENDCO):

- oversees the day-to-day operation of the school's SEND policy;
- coordinates and manages the provision for children with special educational needs and disabilities;
- liaises with the relevant Designated Teacher where a looked-after pupil has special educational needs and/or disabilities;
- supports and advises colleagues on the graduated approach to providing special education needs support, contributing to in-service training of staff;
- maintains the school's SEND records, including managing and reviewing Passports for Learning;
- advises on deployment of the school's delegated budget and other resources to meet pupils' need effectively;
- contributes to and manages the records of all children with special educational needs and disabilities;
- liaises with parents/carers of pupils with special educational needs and/or disabilities;
- arranges and chairs regular meetings with parents/carers, if needed, including annual reviews;
- manages the school-based assessment and completes the documentation required by outside agencies and the local authority;
- liaises with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- acts as a key point of contact with external agencies, especially the local authority and its support services;
- liaises with potential next providers of education, to ensure pupils and their parent/carers are informed about options and a smooth transition is planned;
- works with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- monitors and evaluates the school's special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs and disabilities.

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Resources

The SENDCO, with the headteacher, 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 Educational, Health and Care plans.

The headteacher and SENDCO inform the governing body of how the funding allocated to support special educational needs has been employed. The headteacher and the SENDCO confer with other staff to determine the level of SEND budgetary resources, including funding directly related to statements.

At Bridlewood Primary School, we have special educational needs teaching assistants who work with a variety of children. These children receive 1:1 funding from both the school and the local authority. It is the responsibility of both the class teacher and SENDCO to liaise with special educational needs teaching assistants to share personalised targets, reports and information regarding the individual children that they work with.

Special educational need and/or disability support

Provision for children with special educational needs and/or disabilities is a matter for the whole school. Every teacher is a teacher of every child, including those with SEN, therefore this is a whole-school responsibility. 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.

At the heart of each classroom is a continuous cycle of Plan-Do-Review, which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose attainment falls significantly outside the expected range may have special educational needs. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs and/or disabilities.

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Where a pupil is identified as having special educational needs and/or disabilities, we will take action to remove barriers to their learning and put effective special educational provision in place. The support will take form of a four-part cycle (assess, plan, do, review) through which early decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil making good progress and secures good outcomes.

Early identification is vital. The benefits of early identification is widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.

Identifying special educational needs and/or disabilities

At Bridlewood, the senior leadership team regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the special educational needs and/or disabilities most frequently encountered.

All pupils' progress is regularly monitored by the teacher throughout the year. Where progress continues to be less than expected for a pupil, the teacher will work with the SENDCO to assess if the pupil has special educational needs. Whilst informally gathering evidence (including the views from the pupil and their parents/carers when appropriate), additional support will then be put in place, where required.

As part of this process the SENDCO will observe the pupil in class and arrange a meeting with parents/carers to discuss the pupil's needs. The pupil may then be given a personalised individual education plan, known as 'Passports for Learning', to support their learning. This will be monitored throughout the year and parents/carers and the pupil will meet with the teacher at least three times a year to review the targets and support. An Early Help Record and Plan may also be put in to place with regular Team Around the Child (TAC) meetings being arranged throughout the year.

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If the pupil has more specific needs, the SENDCO may refer a child to be assessed by another professional or support service. This could be one of the following:

- Educational Psychologist
- Speech and language team
- Behaviour support
- Occupational therapist
- Advisory and outreach autism support service
- Targeted mental health service (TaMHs)
- Specific learning difficulties support
- Hearing or visual impairment support
- School nurse

Parents/carers will be kept up to date with any referrals and any notes of visits will be shared. Actions will then be put in place as suggested and be reviewed regularly.

The majority of children with special educational needs and/or disabilities will have their needs met within the school. However some pupils may require an Education, Health and Care (EHC) plan. The purpose of an EHC plan is to make sure the special educational provision meets the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child;
- provide a full description of the child's special educational needs and any health and social care needs ;
- establish outcomes across education, health and social care based on the child's needs and aspirations;
- specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes.

Please see our school website for our local offer and what support we can offer as a school. (<http://www.bridlewoodprimaryschool.org.uk/SEND.html>)

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Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. All class teachers are responsible and accountable for the progress and development of all pupils in their class. Class teachers work in collaboration with the school SENDCo and teaching assistants to ensure that quality-first teaching, including personalised teaching and reasonable adjustments and intervention is delivered to all pupils in their class including those with additional needs.

Passports for Learning (previously known as Individual education plans - IEPs) employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children with identified special needs have a Passport to Learning. Targets in a child's Passport for Learning are always discussed and shared with the children and parents/carers. This improves motivation and helps children measure their own success and progress.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. However, there are times when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Partnership with parents/carers

The school prospectus and website contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a special interest in special needs and is always willing to talk to parents/carers.

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At all stages of the special needs process, the school keeps parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers at all stages. We encourage parents/carers to make an active contribution to their child's education.

We have regular meetings to share the progress of special needs children with their parents/carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Complaints from parents/carers of pupils with special educational needs and/or disabilities concerning the provision made at school are dealt with in the same way as any other complaints, following the Local Authority's complaints procedure. The SENDCO/headteacher is responsible for making parents/carers aware of these procedures should the need arise.

The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) helps parents to obtain information and advice, including disagreement resolution arrangements.

Monitoring and evaluation

The SENDCO and headteacher monitor the movement of the children within the SEND system in school. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENDCO is involved in supporting teachers involved in drawing up Passports for Learning for children and for regularly monitoring these. The SENDCO and the named governor with responsibility for special needs hold regular meetings and up-dates about SEND provision and this is shared with all stakeholders, when necessary. As part of pupil progress meetings with the headteacher, children with special educational needs and/or disabilities are always a focus area. Parents/carers are met with at least three times a year to discuss their child's targets, progress and next steps. This may result in the child being removed from the SEND register if it is felt that the child no longer required the additional support or a referral for additional support.

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The Governing Body reviews this policy regularly and considers any amendments, taking account of prior attainment, access to the curriculum, increased independence or development of social and personal skills.

SEND is a part of the School Improvement Plan and is discussed regularly at senior leadership meetings. On the website, the SEND tab outlines the support we provide and gives parents/carers additional information and support. This tab also gives information about transition procedures, a link to the Local Authorities Local Offer, our school's SEND report to Governors and parents, and other useful information.

Conclusion

By adhering to this policy, we will ensure that all children's needs, which have been identified as early as possible, are met. We will work in partnership with parents, taking account of the views of the child, in an age-appropriate way and will liaise with outside agencies as necessary.

This policy takes account of Behaviour, Disability Equalities Scheme, Racial Equality, PSHE&C, Spiritual, Moral, Social and Cultural, Assessment Policies and the Accessibility Plan.

The SENDCO is: Miss R Hickman

The SEND Governor is: Mrs C Barker

Date: January 2017

Endorsed by Governing Body: