

Special Educational Needs and Disability Policy



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Agreed by Head teacher: October 2023

Review Date: July 2025

Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014.

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 them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

These difficulties may be caused by a problem with sight, hearing, speech, language and communication, a developmental delay or disorder, an emotional or behavioural difficulty, a medical or health problem or a physical disability.

At Robert Bakewell we understand that not all pupils with disabilities have special educational needs (SEND). Factors such as persistent, disruptive or withdrawn behaviours, mental health difficulties caused by bereavement, bullying or family circumstances, may not always be linked to SEN and may require other short-term interventions. In addition, pupils who make slow progress and low attainment are not automatically classed as SEND, however, could be an indicator of a learning difficulty or disability. Equally attainment in line with chronological age does not necessarily mean there is no SEND need.

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Children and Families Act 2014

AIMS AND OBJECTIVES

The SEND policy promotes the successful inclusion of pupils with Special Educational Needs and Disabilities (SEND). We believe that all children, including those with special educational needs and disabilities have an entitlement to a broad, balanced academic and social curriculum, which is accessible. We aim to develop independent learners who can transfer these skills to future life, striving to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

The objectives of this SEND policy are as follows:

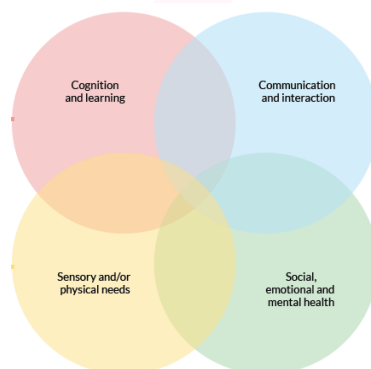
1. To ensure we meet the needs of our learners by being committed to identifying a pupil's special educational needs at the earliest point and then making effective provision as this is known to improve long term outcomes
2. To remove barriers and ensure all pupils with SEND or additional needs are able to access all areas of school life.
3. To ensure that all learners leave school with the best possible outcomes, ready for the next phase in education.
4. To work in close partnership with parents and carers, maintaining communication and planning provision.
5. To ensure staff at school know and understand their responsibilities with regards to pupils with SEND and promote an inclusive ethos.
6. To ensure the voice of the pupil is heard and valued when making decisions about their education.
7. To work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.,

Robert Bakewell Primary School is an inclusive school and all staff at the school are expected to show commitment to the inclusive ethos. It is the responsibility of class teachers to ensure that learning in their classroom is accessible to all. This includes differentiation and consideration of the physical environment. The head teacher, members of the senior leadership team, along with the Special Educational Needs Coordinator (SENDCo) play a key role in promoting the inclusive ethos and in supporting staff in terms of accessibility for SEND pupils.

The named SENDCo for the school is Mrs Kabir. Our SEND governor is Anne-Marie Hasselhurst although the Governing Body as a whole is responsible for making provision for all pupils with special educational needs, and for ensuring that the school meets the requirements of the Equality Act 2010, the Children and Families Act (2014) and the SEND Code of Practice (2014).

THE FOUR AREAS OF NEED AND THE IDENTIFICATION PROCESS

Figure 1: Broad areas of need as outlined in the SEND Code of Practice (2014)



These four broad areas give an overview of the range of needs that the school plans for and not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. There are other factors that may impact on progress and attainment that are not considered SEN:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a 'Looked After Child'
- Being a child of a serviceman or service woman

Identification of SEND needs within pupils.

Robert Bakewell is committed to early identification of SEND through regular assessment and monitoring by class teachers and the Senior Leadership team. We seek to identify pupils who are making less than expected progress given their age and individual circumstances. This includes academic progress, social needs and their wider development.

Where a pupil's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

QFT, MONITORING AND ASSESSMENT

Quality First Teaching (QFT)

The first response will be Quality First Teaching (QFT) targeting areas of weakness through scaffolding methods including flexible grouping, use of manipulatives, adaptive. Information regarding concerns will be shared with Senior Leadership during pupil progress meetings. Ongoing assessments will be used which will help as evidence, this includes: Rising Stars Assessment, Standardised Tests including: Single Word Reading Test, Graded Word Spelling Test, independent writing tasks and maths assessments, observations at different times of the school day, and phonics assessments.

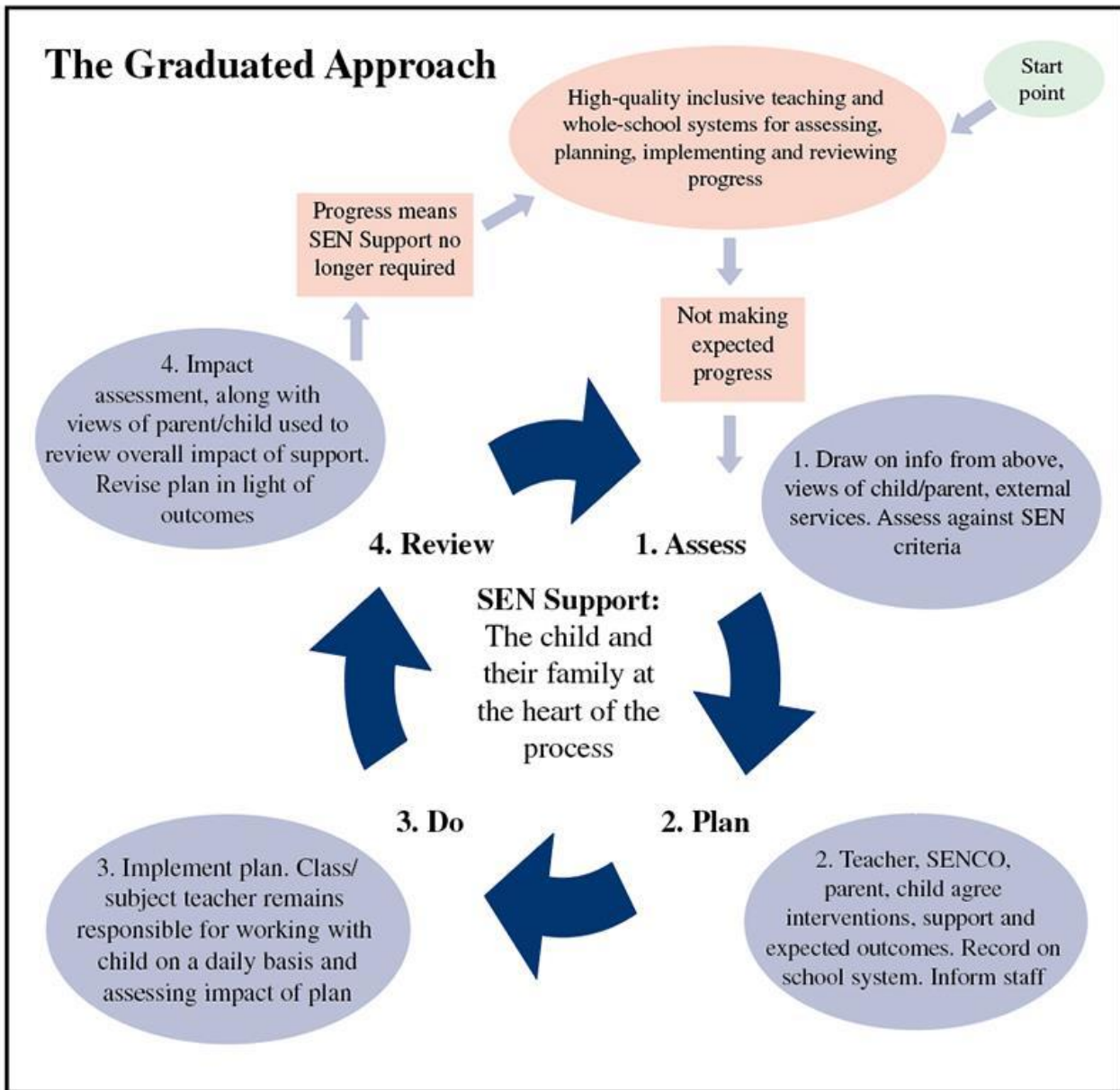
Reasonable adjustments will be made to allow access for learners including adaptations to the environment or use of equipment including seating plans, resources and multisensory teaching approaches including technology.

However, we recognise that even if we have all these elements of inclusive high-quality teaching in place there will still be some individuals who are struggling to make progress as a result of their additional needs.

Students who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, in order to meet their needs. The SEND Code of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEN support.

This SEN support takes the form of a four-part cycle (assess, plan, do, review) known as **The Graduated Approach**. Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases.

See figure 2: The Graduated Approach to SEN: Assess, Plan, Do, Review. Natalie Packer.



Note that the child and their family are right at the centre of the cycle. Starting with them and gathering their views is essential to ensuring the graduated approach works effectively. The Assess, Plan, Do, Review process is then repeated over the next few stages detailed.

Initial Concern

When a pupil's progress continues to be less than expected, despite high quality teaching, at first instance the class teacher will liaise with the SENDCo to assess whether the pupil has SEND. It may be at this point that the class teacher will submit an Initial Concerns form to the SENDCo, outlining that child's specific need and what additional provision will be provided to try and close the academic gap. This will need to be reviewed with the SENDCo and parents after six working weeks to determine whether the child should or should not be put onto the SEND register if the additional provision has not had the desired outcome or to decide on the best course of action if it is deemed to still not be a SEND need.

At this stage the child is added on to the 'Additional Needs' register and information about provision is recorded.

Learners in this category will have access to interventions, but time spent outside of the classroom is to be minimised. Learners may need this type of support for a variety of reasons. This does not necessarily mean that they have a SEND. For examples, pupils for whom English is an Additional Language that do not have other learning needs may need support, but will not be considered to have SEN. This list also includes children who may have a medical diagnosis but not requiring additional support (including neurodevelopmental diagnosis' like ASD or ADHD).

Placement on the SEND register

If the outcomes of the interventions above do not help resolve the difficulties faced by the child, it may be that there are underlying issues.

A personalised learning plan will be written outlining 3-4 targets achievable within the next term in consultation with parents/carers. Advice from SENCO/professional advice will be included within the learning plan with a clear date for review. Targets will be SMART and include a baseline to measure progress against.

Further support from the SENCo and ongoing involvement of parents and carers to gather further information (Hearing/Vision checks to be followed up) will continue. Outside agency referrals may be considered at this point if deemed appropriate. Pupil passports and individual provision plans may be appropriate at this stage.

Application for an Education, Health and Care Plan to meet needs

If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil (see below).

For a very small percentage of pupils, where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will request an Education, Health and Care assessment from the Local Authority.

The purpose of an EHCP is to provide special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. If the Class Teacher, Senior Leadership Team, SENDco or Parents feel that there is a need for an EHCP then this can be discussed and applied for where appropriate

EHCP's are reviewed annually with parents/carers and relevant professions. EHCPs may be amended or discontinued, if a pupil no longer requires additional support to make expected progress.

Removing pupils from the SEN register

The assess, plan, do, review process is a cycle – the idea being that this process is continual. If the review shows a student has made really good progress, this may mean they no longer require the additional provision made through SEN support. If this is the case, the student is likely to be taken off the SEN record and, instead, will be monitored to ensure progress is sustained through inclusive high-quality teaching.

Removal from the register will be done in consultation with parents/carers where:

- better the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age,
- or where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained and SEN Support is no longer required to ensure this progress is sustained.

For others, the assess, plan, do, review cycle will continue and targets, strategies and provision will be revisited and refined.

In successive cycles, the process becomes increasingly personalised as everyone develops a growing understanding of the student's barriers to learning and the strategies needed to enable them to make progress.

Supporting Pupils with Medical Conditions.

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- The arrangements in place in schools to support pupils at school with medical conditions are detailed within the school's Medical Conditions Policy and are available to view on this website.
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Access arrangements and other agencies

A child identified with SEN may require additional arrangements and adjustments, in accordance with national guidance, to enable them to fully access tests and assessments such as Key Stage 2 SATs. This may be in the form of a reader, a scribe, additional time or rest breaks.

The school is committed to ensuring effective partnership with other professionals from Health and Care services. On occasions when, despite significant school based intervention, a pupil continues to make less than expected progress the school may refer to other agencies. Parents and pupils will be fully informed about this involvement.

Examples of specialist agencies used by and that are available to be used by the school

- Educational psychologists
- Child and Adolescent Mental Health Services (referral via GP)
- Education Inclusion Service specialist teachers
- Specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability
- Speech and language therapists
- Consultant paediatrician (referral via GP)
- School nurse
- Occupational therapists and physiotherapists (referral via GP)
- Educational Mental Health Team practitioners (Mental Health Support Team)
- RELATE counselling

The class teacher remains responsible for the provision available to the child on a daily basis even if the child receives 1:1 support or group support away from the class

FUNDING AND TRAINING

Funding for SEN and Allocation of Resources

The school's core budget is used to make general provision for all pupils in the school including pupils with SEN. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the 'notional SEN budget'.

The amount in this budget is based on a formula which is agreed between schools and the local authority. The government has recommended that schools should use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN. Most children with SEN need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEN needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top-up funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block. Schools are expected to use this funding to make provision for that individual pupil.

The school may also use Pupil Premium Funding, where a pupil is registered as SEN and is also in receipt of Pupil Premium grant, to address the needs of these pupils and enhance learning and achievement.

Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's self-evaluation process.

Training is based on school developmental priorities. Regular attendance to SENCO net and LPAP meetings allow the SENCO to keep up with local and national updates.

SUPPORTING PARENT AND PUPIL INVOLVEMENT

Parent/Carer Involvement

At all stages of the educational process Robert Bakewell aims to keep parents fully informed and involved. Robert Bakewell will do this by:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing all information in an accessible way.
- The SENCo being available for meeting by appointment through the school office or by email.
- Allowing parents to book an appointment during parents evening week to meet with the SENCO in addition to their class teacher.
- Publishing about how the school implements the SEND Policy on the school website following the information set out in the SEN information regulations (2014) and as part of the school's contribution to the Local Offer.
- Class teachers meeting with parents, in addition to parent evening appointments, to discuss concerns regarding pupils' progress at the earliest opportunity, raised either by the class teacher or the parents themselves.
- Planning in additional support for parents at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Making use of media such as email to contact parents and for parents to contact school in line the school's Communication policy.
- Seeking parents' views through periodic questionnaires and considering adjustments to practice in the light of analysis.
- Coffee mornings – arranged monthly to support parents and families by provided information around various topics including sleep, hygiene etc.

Supporting Pupil Voice

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. Pupils are actively involved in their learning at Robert Bakewell and they are encouraged to express their views about their SEN Support targets. Progress towards targets are shared with pupils at termly review meetings. Self-knowledge is the first step towards effective self -advocacy so, with their parents, we will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations. This information is then

transcribed on a pupil passport. A pupil passport allows staff at Robert Bakewell to have an insight into the pupil's strengths and how to best support them.

Monitoring and Evaluation of SEN

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEN. This is done through scrutiny of data related to the achievement of pupils with SEN, work scrutiny, observation and sampling of parent and pupil questionnaires. The school's SEN Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant data as part of the Governing body's process of monitoring the effectiveness of the school's SEN Policy.

ADMISSIONS, ACCESSIBILITY AND COMPLAINTS.

Admissions for Pupils with SEN

Robert Bakewell Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be considered in the process of pupil development. All pupils are welcome, including those with special educational needs and disabilities, in accordance with Leicestershire's admission policy.

On Entry

A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September. Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. The SENCo will meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to Secondary School

Most children move onto either Charnwood College, De Lisle or Limehurst School after Year 6. Where there is a special educational need present, information is sought from professionals involved to ensure appropriate provisions have been made for transition. Additional Visits and meetings with staff and SENCO from the high school are organised. The annual review in Y6 Autumn term for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice. Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. Visits to other providers may be arranged as appropriate. Where needed, our Welfare Team are able to offer additional support if pupils are feeling anxious.

Mid-Year transition

Where a child transfers Mid-Year, information is sought from the previous school to understand what the child's needs are. Any paperwork passed on is thoroughly analysed and necessary provision is put in place. Where possible, this liaison is carried out prior to the child starting school. On the first day, the child with their parent/carer will be met by a member of the school and introduced to their class teacher and shown where to put their belongings. Children are given time (around 2 weeks) to settle before any assessments are carried out (also outlined in our SEN Information Report).

Accessibility: The School Site

When a pupil starts our school, any concerns around their ability to access the site, educational provision or learning are discussed with the student, their parents, teachers and other relevant professionals. Facilities currently in place are:

- The main building is fully accessible through the main entrance off the car park.
- We have accessible toilets in the centre of the school.
- The medical room has a toilet and a bed.
- There are designated parking spaces in the drop off zone outside the main school reception.

Students are encouraged to access the wider life of the school community. Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a risk assessment suggests that additional support is required then arrangements can be made for a member of support staff, parent or carer to accompany the child in addition to the usual school staff. Individual needs can be discussed with the Class Teacher, SENCo or Headteacher.

If needed, we ask various outside agencies to help with assessing the needs of students to ensure they are able to access the school and learning to the best of their ability. Advice from Occupational Therapists, Physiotherapists, Health and Safety personnel at County Hall alongside the Specialist Teaching Service is sought to enable this to happen.

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

As a school we are happy to discuss individual access requirements. Please see Robert Bakewell's 'Accessibility Plan'

Arrangements for considering complaints about Special Education from parents of children with SEND.

Any complaints concerning SEN should be made following the school's Complaint Policy and Procedures in the first instance. Referral to the SEN appeals regulations at Local Authority level may be followed thereafter if required.

Storing and Managing Information

Abiding by the new GDPR regulations, all records containing sensitive records relating to that special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use. The same confidential and secure approach applies to information shared with outside agencies by telephone, email or letter.

Our school's policy on Data protection is available to view on this website within our GDPR policy.

Bullying

As a school we take the steps to ensure and mitigate the risk of bullying of vulnerable learners in our school. The safeguarding of all pupils within the school is the utmost priority of all staff. The Headteacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

How will we help to develop a child with SEN emotional and social development?

- Support from our highly experienced welfare team including ELSA sessions and designated staff who regularly check in on children.
- Circle time activities – following the school's own RHSE scheme.
- Social and friendship groups.
- Lunch club organised by the welfare team

If parents have any concerns in relation to bullying a copy of the school's Bullying Policy is available from the school's office or on our website.

Reviewing the Policy

The SENCo and Headteacher will review the SEN policy annually to ensure it complies with all current legislation and guidelines set by the Government. The reviewed policy will then be passed to the School Staff and Governors for discussion and approval.