

Special Educational Needs and Disability (SEND) Policy Beaufront First School.

School/setting beliefs and values around SEND

- *Provision for children with SEND is the responsibility of the whole school and every member of staff accepts and embraces this responsibility even when those pupils may be supported by specialist staff.*
- *We recognize the need to work in partnership with parents and value the contribution parents make to their child's education. Children also contribute their views on the provision provided.*
- *We recognize the individuality of each child and strive to help them to achieve their full potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs.*
- *All children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.*

Beaufront First School SENDCO (Clause 64 Children and Families Bill 2014) is Eileen Daniel who is also the Headteacher. (Ref: Role of the SENDCO in Schools Code of Practice 6:89). Denise Condren is Interventions advisor.

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SEND Policy

	Content	
Introduction	3
Definition of 'SEND'	3
Broad Areas of Need	4
Identification of 'SEN'	.....	5
'SEND' Provision	.....	5
A graduated approach to SEN ...	.....	7
Level 1: Quality First Teaching (QFT)		
Level 2: Additional School Intervention (ASI)		
Level 3: High Need (HN)		
Statements of Educational Need/		
Education, Health and Care Plans (EHCP)	.....	7
Home School Partnership	.....	8
Pupil Views	.....	8
Inclusion Manager /SENDCO	.....	8
Staff Development	.....	9
Complaints	.....	10
Conclusion	.....	10
Appendices		
Appendix i	Broad Areas of Need defined by COP 2014	11
Appendix ii	Moving from the old to the new system	12

SEND Policy

Introduction

Beaufront First School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with additional needs (e.g. *communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs*). We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve his or her full potential.

COMPLIANCE

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 guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The main changes from the SEN Code of Practice (2001) are as follows:

- ✓ Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEN
- ✓ Focuses on the participation of parents, children and young people (CYP) in decision making
- ✓ Focuses on high aspirations and improving outcomes for children
- ✓ Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- ✓ Gives guidance on publishing Local Offer for support
- ✓ Gives guidance for education on a graduated approach to identifying and supporting CYP with single Special Educational Needs (SEN) Support - replacing School Action and School Action Plus
- ✓ For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- ✓ There is a greater focus on support to enable those with SEN to succeed in their education and make a successful transition to adulthood

Definition of 'SEND'

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

Xiii A child or young person has SEN if he or she has a learning difficulty or

disability which calls for special educational provision to be made for him or her.

- Xiv *A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

The definition of disability in the Equality Act (2010) states children with ‘...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities’. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Broad Areas of Need (See Appendix 1)

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Children with identified SEND have their needs met with additional support as required either within school or in collaboration with specialized external agencies. Children with SEND are taught and managed sensitively promoting their inclusion in school activities and promoting independence.

- All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.

When additional specialist advice and support becomes necessary beyond the capacity of our school we contact the appropriate external agencies and work closely to promote the child's well being and development. Our Local Offer provides further information about the agencies we work with.

Identification of ‘SEN’

A key principle of the Code is avoiding delay in any necessary SEN provision in early years. Delay at this stage can result in learning difficulty and subsequent loss of self-esteem, frustration in learning and to behavioural difficulties. For example, it is important not to assume a lack of progress or a specific difficulty is due to a developmental delay that will “right itself”. The Code states that:

“Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life”.

Some children arrive at our school with identified SEN, in which case the SENDCO will liaise with the previous school, nursery or setting to ensure a smooth transition and continuity of provision.

-If, during a child’s time at our school, teachers have concerns about pupil progress or attainment, **parents will be contacted** to discuss these concerns and share their views. Areas of concern and actions to address these will be recorded in a “short note”. (see BFS documentation)

-There will be period of monitoring and review, including an **analysis of the child’s progress** compared with peers, national data and expectations of progress.

-Following this, and in consultation with all relevant staff at school the child (if appropriate) and the child’s parents, a child may be **identified as having SEN** and appropriate provision will be made.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENDCO or the Head Teacher.

Many children may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations.

SEN Support

Where a child is identified as having SEN, we work in partnership with parents to establish the level of support needed. Following discussions with all relevant parties, including healthcare professionals if necessary, the child’s needs are recorded and decisions made about the desired outcomes, including expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions.

An Intervention and Support Plan is written, implemented and reviewed at least termly. This will aim to **remove barriers** to learning and put effective special provisions in place. Parents are invited to discuss this plan; their child’s progress and the support and targets offered. *Class teachers and the SENDCO will be available for further discussion by appointment through the school office.*

We adopt a graduated approach with four stages of action: assess, plan, do and review. This includes:

- **Assess** - in identifying a child needing SEN support, the early years practitioner/ class teacher, working with the SENDCO, the child (if appropriate), and the child’s parents, **carries out an analysis** of the child’s needs. This assessment draws on the teacher’s assessment and experience of the child, their previous progress and attainment, as well as any other available information (rate of progress, attainment, and behaviour etc.). This assessment should be reviewed regularly. In some cases, **outside professionals** from health or social services may already be involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.

- **Plan** – Following a decision to provide additional / SEN support, and having formally notified the parents, the practitioner / class teacher and the SENDCO agree, in consultation with the parent, **the desired outcomes**. Interventions and/or support are put in place, the expected impact on progress, development or behaviour, and a clear date for review recorded. **All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required**. This should also be recorded on the school's information system. (Yearly interventions grid)
- **Do** - **The early years practitioner/ class teacher remains responsible for working with the child on a daily basis**. With support from the SENDCO, they oversee the implementation of the interventions or programmes agreed as part of additional / SEN support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child. The SENDCO should support the practitioner /class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.
- **Review** - The **effectiveness, impact and quality of the support / interventions is reviewed**, in line with the agreed date, by the practitioner / class teacher and SENDCO, taking into account the **child's parents and the child's views**. This should feedback into the analysis of the child's needs. Support is revised in light of the child's progress and development, and the practitioner/class teacher and SENDCO will amend the support and outcomes accordingly. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This cycle of action is revisited. At agreed times parents are engaged with the setting, contributing to assessment and planning. Intended outcomes are shared and reviewed with the child (if appropriate) and parent as well as the school.

Our school's graduated approach to SEN

Level 1:

Quality First Teaching (QFT) (Documentation – Short note)

Children receive inclusive quality first teaching (**QFT**) which may include the **provision of differentiated classwork**. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

Level 2:

Additional School Intervention (ASI)

Continued or increased concern may lead to children receiving **additional, time-limited and targeted interventions** to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENDCO and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage advice from other agencies may be sought. (Documentation- Intervention and support plan)

Level 3: High Need (HN)

Where a child continues to make less than expected progress, despite interventions, he or she will **receive highly personalised interventions** to accelerate progress and enable achievement of their potential. When appropriate, **specialist outside agencies support interventions**. The SENDCO and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request **an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.**

Home School Partnership

- At Beaufront First School we recognize that parents know their children best. Parents are always welcome to discuss their child, their views are respected and their concerns taken into consideration at all stages of the SEN procedure.
- All parents and /or carers are invited to meet with their child's class teachers regularly in either formal (autumn first half term and spring first half term) or informal "drop in" sessions in other half terms (autumn 2 and spring 2) as well as receiving an annual report at the end of the summer term.
There are a number of additional opportunities for parental education and involvement including regular parent workshops and curriculum events.
- Parents of children identified as having SEN are also invited to a further consultation once a term at which their child's progress, Intervention and Support Plan detailing the additional support, interventions and targets are discussed and agreed.

Pupil Views

- Children's views matter to us.
- All children are aware of their termly targets and are encouraged to self-review. As part of the review process, SEN pupils are asked about their views on their strengths, the potential areas for development and support they would like to receive.
- For their annual review children with Statements of SEN or EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given by a member of the Inclusion Team.

To ensure the most effective 'SEND' provision, the SENDCO has the following procedures in place:

- *Termly meeting with the Governor responsible for SEN.*
- *Half termly meetings with all Class Teachers to discuss children on the SEN register and their provision, as well as further meetings and discussion as required.*
- *Pupil progress meetings*
- *Regular meetings with the Teaching Assistants.*
- *When required meetings with our dyslexia Specialist Teacher and our 1:1 tutor (literacy consultant)*

Staff Development:

The school is committed to providing INSET and staff development and SEN is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with 'SEND'.

Conclusion:

Beaufront First School aims to support all children, including those with SEND, in the attainment of his or her full potential. The partnership between home and school is highly valued and children's views are sought and listened to.

Related policies

This policy should be read in conjuncture with other school policies particularly:

- Admission Policy
- Beaufront First School Pupil Behaviour Policy
- Complaints Policy
- Beaufront First School Anti- Bullying policy
- Beaufront First School – Local Offer.
- Beaufront first School – SEND report.
- Beaufront First School Child Protection Policy

Frequency of review : Annually

Next Review: March 2017

Head Teacher/ SENDCO : Eileen Daniel

Deputy SENDCO/interventions consultant: Denise Condren

SEND Governor: Trish Palmer

A copy of this policy was agreed by the Governing Body

Date Completed: 23 /3 /16

Signed: Chair of Governors: _____ Date: _____

Signed: SENDCO : _____ Date: _____

Appendix 1 Broad areas of need From Code of Practice (0-25) 2014

Communication and interaction

- . 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- . 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- 6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- . 6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- . 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

- . 6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
- . 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.