



2019-2020 Special Educational Needs and Disability (SEND) Policy Guidelines for adults and children

	Name	Signature	Date
Committee with oversight of the policy	Curriculum and Standards Policy		
Lead Person	Mrs Barbara Vaziri		November 2019
Prepared by	Miss Harsha Patel	Miss Harsha Patel	November 2019
Checked by	Miss Marigold Parmer-Jones	Miss Marigold Parmer-Jones	November 2019
Approved by Chair of the GB	Mrs Tracy Simmons	Mrs Tracy Simmons	November 2019
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SEND

At Bell Lane we believe that all children have an equal right to a full and rounded education which should enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for who this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice:

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

1 What are special educational needs?

1.1 *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014*

Definition of special educational provision

1.2 For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

1.3 This SEND policy details how, at Bell Lane, we should do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We should ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

2. Aims and Objectives

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years.

The aims of this policy are:

1. To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils that do not have SEND.
2. To request, monitor and respond to parents/carers and pupil's views in order to develop high levels of confidence and partnership.
3. To make clear the expectations of all partners in the process.
4. To ensure support for pupils with medical conditions; full inclusion in all school activities by ensuring consultation with health and social care professionals.
5. To identify the roles and responsibilities of all staff in providing for children's special educational needs.
6. To raise staff awareness of the need to differentiate effectively in order to cater for children with SEND and to provide staff training regularly, and where appropriate.
7. Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
8. To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
9. To assess, plan, provide support and review provision termly in order to involve parents and to inform budgeting and resourcing for SEND.

3. Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. Steps should be taken, if possible and after professional consultation, to admit all children including those with a disability. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with the SENDco (leader with responsibility for SEND) and individual teachers to ensure all children have equal opportunities to succeed.

Through appropriate curricular provision, we respect the fact that children:

1. Have different educational and behavioural needs and aspirations.
2. Require different strategies for learning.
3. Acquire, assimilate and communicate information at different rates.
4. Need a range of different teaching approaches and experiences.

4. Identification, Assessment and Provision

4.1 Provision for children with special educational needs is a matter for the whole school. The governing body, the school's Head Teacher, the SENDco and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

At Bell Lane Primary School we recognise the importance of early intervention. Each child is regularly assessed both formally and informally through the usual monitoring systems implemented across the school for all pupils. This along with class teachers' observations allows us to set aspirational expectations and targets for all children from their own starting point.

4.2 The school should assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. The Phase Leader is consulted about any child for whom the class teacher has concerns. If the phase leader, class teacher and SENDCo are in agreement that all usual strategies have been implemented and the child needs additional or extra support then the child's name is then entered upon the class SEN record. The class teacher will organise a meeting with parents to discuss any action that the school proposes to take. This information is transferred on to the school record which is maintained and updated termly by the SENDCo.

The children's needs are met at one of the following two stages of SEND:

- SEND Support
- Statement of Special Educational Needs/Education, Health and Care Plan (EHP)

Children needs are addressed in one or more of the four following categories:

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

If the child already has an identified special education need, this information may be transferred from other partners to the class teacher and SENDCo. This information should be used to:

1. Provide starting points for the development of an appropriate curriculum.
2. Identify and focus attention on action to support the child within the class.
3. Use the assessment processes to identify any learning difficulties.
4. Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
5. The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher should look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. A First Language Assessment maybe carried out in conjunction with the child's parents.

4.4 Outcomes meetings

Children with SEND support and statements have a plan that outlines the support needed to achieve additional agreed outcomes to help them become prepared for adulthood. These outcomes are decided with pupils and parents three times per year. The outcomes and the additional support needed to help the children achieve them are recorded on our SEND Individual Education Passports (IEP's). Class teachers will give parents and children a copy of the plan as soon as it has been decided. A date for reviewing the success of these plans will be set and should happen at least termly.

4.5 A graduated approach

The SEND Code of Practice recommends that early year's settings or schools and LAs

should provide a graduated response to children with SEND. This means if the child fails to make progress by normal means then gradually increasing interventions into teaching and curriculum. A child is only regarded as having special educational needs when he or she needs provision or intervention which is additional to or different from the range of differentiated learning approaches normally used by the school. This graduated response is explained below.

4.6 Quality First Teaching

Pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored. Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENDCo, will be consulted as needed for support and advice and may wish to observe the pupil in class. Interventions may be suggested for a specific time period and after this point an assessment will be made regarding the rate of progress. If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

4.7 SEND Support

- Senior leaders & SENDco continue to work closely with the child's teacher and sharing responsibility for the child with external specialist services relevant to the child's needs.
The Phase Leader in consultation with the SENDCo and class teacher will:
- Review all the available information
- Collect any additional information from any other appropriate agencies
- Decide whether to seek further advice from other agencies and whether a referral is necessary
- Consult parents and obtain their permission to submit a referral form
- Explore ways in which supplemented teaching or withdrawal for a particular intervention programme might meet the pupil's needs
- Make arrangements for monitoring progress and set a review date

4.8 Education, Health and Care Plan (EHCP)

In some cases, the conclusion may be reached that, having taken action within the 'SEND Support' stage to meet the additional needs of a child, that the child's needs remain substantial, and cannot be met effectively within the resources normally available

to the school. The school may therefore draw the child to the attention of the LEA with a view to a statutory assessment, following parental permission. The school will be required to state clearly the reason for referral.

5. Monitoring children's progress

5.1 The school's system for observing and assessing the progress of individual children should provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDco to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

5.2 The key test of the need for action is that current rates of progress are inadequate.

5.3 Adequate progress can be identified as that which:

1. Prevents the attainment gap between the child and his/her peers from widening
2. Closes the attainment gap between the child and his/her peers
3. Better than the child's previous rates of progress
4. Ensures access to the full curriculum
5. Demonstrates an improvement in self-help, social or personal skills
6. Demonstrates improvements in the child's behaviour

5.4 When any concerns are initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents should be consulted and specific interventions should be put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEN register with parental permission.

5.5 The class teacher, after discussion with the Phase Leader and SENDco, should then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child should be given individual learning targets through the use of a SEN Primary Passport/IEP which should be reviewed by both teacher, child (where appropriate) and parent on a regular basis.

5.6 The school should record the steps taken to meet the needs of individual children. If a child is referred for an Educational Health Care Plan (EHCP) these records should be used to show the work undertaken with the child to date.

6. Reasons for a child being added to the SEND Support register may include the fact that he/she:

1. Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
2. Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
3. Presents with persistent emotional difficulties which are not improved by the management techniques usually employed in the school.

4. Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist education
5. Has communication and / or interaction difficulties, and continues to make little or no progress.

7. Teaching and Learning

7.1 We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND and disabilities are entitled to be taught by their teacher or a specialist (if applicable), not always by a Teaching Assistant. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

7.2 When allocating additional TA support to children, our focus is on outcomes, not hours; we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

7.3 Targets for children with SEND are appropriately challenged in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by the class teacher, middle and senior leaders and the SENDco.

Teachers respond to children's needs by:

1. Providing support for children who need help with communication, language and literacy.
2. Planning to develop children's understanding through the use of all available senses and experiences.
3. Planning for children's full participation in learning, and in physical and practical activities.
4. Helping children to manage and own their behaviour and to take part in learning effectively and safely.
5. Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

8. Access to the curriculum teaching and learning environment

8.1 Adaptations to the physical environment should be made, as appropriate, to accommodate children with physical or sensory disabilities.

8.2 All of our classrooms are inclusion-friendly; we aim to teach in a way that should support all children. All our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

9. Access to extra-curricular activities

9.1 All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND, disability or medical needs.

10. Staff expertise

10.1 All of our teachers have access to advice, information, resources and training to enable them to teach all children effectively.

10.2 Some of our TAs have had specific training for example, Language for Thinking, Language Gap, Autism training.

10.3 If we identify children with SEND needs where we do not have the specific trained adults we should use specialist help, this includes Speech and Language Therapists, the Sensory Language Impairment Team and Educational Psychologists.

Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SEND is Deputy Head Teacher.

11. Children with social, emotional and mental health needs

11.1 If a child shows consistent social and emotional difficulties, the class teacher should assess the child's needs, taking into account the family circumstances and the child's known history. If the child's emotional difficulties are felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we firstly complete a support plan in consultation with the parent, if we feel that this is not working after a period of time an Bell Lane support plan should be completed which lasts a minimum of 6 weeks.

11.2 If parents are concerned that a child may have mental health needs, a referral is made to CAMHS either directly by the school or by the parent through the GP.

11.3 All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

11.4 The school has zero tolerance approach to bullying, especially towards children with SEN and disabilities. We should actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

12. Transition arrangements (into and within school)

12.1 We understand how difficult it is for children and parents as they move into a new class or a new school and should do what we can, according to the individual needs of the child, to make transitions between classes – including nursery as smooth as possible. This may include, for example:

1. Additional meetings for the parents and child with the new teacher.
2. Additional visits to the classroom environment in order to identify where the toilets are, where the coat pegs are etc.
3. Opportunities to take photographs of key people and places in order to make a transition social story.
4. Transition meetings between the new teacher and the previous teacher to discuss strategies that have worked with specific children.

12.2 Enhanced transition arrangements are tailored to meet individual needs.

Transition to secondary schools

12.3 Transition reviews for year 6 pupils are held, where possible in the spring term of year 6, once a school is known. The secondary school SENDco is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

13. Partnerships with parents

13.1 Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs should be treated as partners given support to play an active and valued role in their child's education.

13.2 Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They should be encouraged to contribute to the assessment of their needs, the review and transition process.

13.3 Parents are kept up to date with their child's progress through annual progress reports, parent meetings and provision reviews.. Teaching assistants communicate regularly and informally through quick informal chats at the beginning and/or end of the school days as and when needed. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

14. External Agencies School works with many external agencies. These may include:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist Teachers – Sensory Impairment Advisers, Behaviour Specialist Teacher, Autistic Advisory Outreach Teachers
- Therapists - Speech and Language Therapists (The school has three Speech and Language Therapists – Buy in Therapist for Years R-6, Core Therapist for Early Years, Social Communication and Selective Mutism and a SEND Therapist for the pupils with an EHCP, Occupational Therapists and Physiotherapists
- Social workers

15. The role of the SENDco and what provision looks like at Bell Lane

The Special Educational Needs Coordinator's (SENDco) responsibilities include:

1. Overseeing the day to day operation of the school's SEND policy.

2. Co-ordinating provision for children with SEND.
3. Liaising with and advising fellow teachers.
4. Overseeing the records all children with SEND.
5. Liaising with parents of children with SEND.
6. Contributing to the in-service training of staff.
7. Liaising with local Secondary schools so that support is provided for Year 6 pupils as they prepare to transfer.
8. Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
9. Co-ordinating and developing school based strategies for the identification and review of children with SEND.
10. Making regular visits to classrooms to monitor the progress of children on the SEN register.

16. Governors

16.1 It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of the children with SEND following the requirements of the Code of Practice 2014.

16.2 The Governor with particular responsibility for SEND is 'Georgina Morris'. She meets termly with the SENDco to discuss SEND and actions taken by the school.

17. Complaints

17.1 The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupil's needs.

17.2 All complaints are taken seriously and are heard through the school's complaints policy and procedure

18. Barent Local Offer

18.1 The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes the provision from birth to 25, across education, health and social care.

<https://www.barnetlocaloffer.org.uk/>

19. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with statements of SEND and those without.

The school provides for local pupils with a wide range of additional needs including those with: - autistic spectrum disorders, specific learning difficulties, visual impairment, hearing impairment, social, emotional and mental health difficulties and physical difficulties. The school has no specialist resource provision (SRP). All SEND paperwork should be passed to the admissions administrator by previous school or setting/parents/local support services as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeding school and the receiving school's SENDCo to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other

important information relating to that child's needs. Where face to face meetings are not possible, contact will be made via telephone to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.