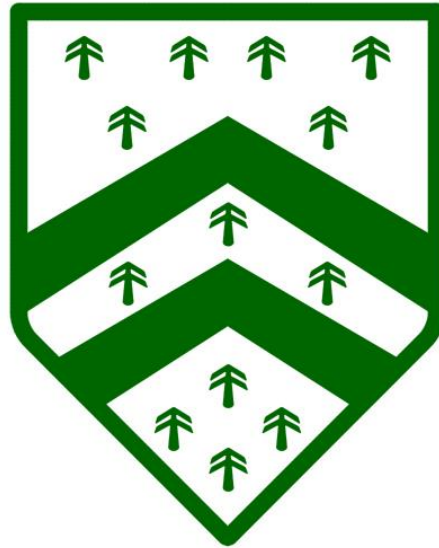


Special Educational Needs & Disability (SEND) Policy

Bishop's Tachbrook CE Primary School



Our Vision Statement:

At Bishop's Tachbrook CE Primary School, everything we do, we do with love, always staying true to our IDEALS:

We **inquire** about the wonderful world God has created to **discover** and develop the gifts God has given us. We **encourage** each other and build each other up to **achieve** our full potential. We stay true to what is right: **loving** our neighbour as ourselves. We walk out into the world **shining** as a light for other people, knowing that God gives us the strength to make all things possible and create a positive difference in our community.

Approved by:

Date:

Last reviewed on:

March 2024

Next review due by:

March 2027

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Bishop's Tachbrook CE Primary School is an inclusive school where every child matters. All children at our school are treated equally regardless of age, gender, ability, culture, race, language, religion or sexual identity and have equal rights to an inclusive education.

This policy has been written with regard to the requirements of the **Special Educational Needs and Disability (SEND) Code of Practice: 0 -25 years (2014, revised 2015)** and outlines our school approach to meeting the needs of pupils with Special Educational Needs and Disabilities to ensure they make the best possible progress.

Bishop's Tachbrook provides a broad, balanced and ambitious curriculum for all of our children. The National Curriculum forms our basis for planning teaching and learning opportunities which meet the specific needs of individuals and groups of children. Teachers set suitable learning challenges and respond to the diverse learning needs of our pupils. Some children have barriers to learning, meaning they may require additional or specific provision by the school.

The four broad 'areas of need' identified in the **Special Educational Needs and Disability (SEND) Code of Practice: 0 -25 years (2014, revised 2015)** are:

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

We aim to support children in their academic, social, emotional and personal development in the most appropriate way possible and are committed to narrowing the gap between children with SEND and their peers. This may include short-term interventions, opportunities for consolidation of learning, pre-teaching, adaptive teaching or, where necessary, personalising the curriculum designed to meet particular needs. We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers. Whenever possible, we do not withdraw children from the classroom situation. There are times however when, to maximise learning, we ask the children to work in small groups or in one-to-one situations for short periods outside the classroom.

What are special educational needs?

The term **Special Educational Needs and Disabilities (SEND)** has a legal definition referring to **children and young people with a learning difficulty or disability that makes it harder for them to learn than most other children and young people of the same age**. 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 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.*

Many children and young people who have a special education need 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”. Although children with long term medical conditions do not necessarily have SEND, where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Admission and Inclusion

Pupils with special educational needs will be considered as part of the normal admissions procedures. We aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and we want them all to feel that they are a valued part of our school community.

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

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, understand and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Aims of the SEND policy

In making provision for pupils with SEND, in line with the SEN Code of Practice, we use our best endeavours to:

- ensure that all children, regardless of whether they have SEND, have access to a broad, balanced and ambitious curriculum with high quality teaching;
- ensure, where progress continues to be less than expected, the class teacher along with the SENDCo should assess whether the child has special educational needs at the earliest possible stage;
- ensure an inclusive 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 who do not have SEND;
- employ a child-centred and collaborative approach, engaging with pupils, their families, staff within school and other external agencies, including the Local Authority;
- implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review cycle;
- enable all children to have full access to all elements of the school curriculum by making reasonable adjustments to the curriculum and learning environment, with teachers using a range of effective adaptive teaching and learning methods;
- identify the roles and responsibilities of all staff in recognising and providing for special educational needs;
- ensure support for pupils with medical conditions, enabling their full inclusion in all school activities by ensuring consultation with health & care professionals;
- ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.

Special educational needs provision in school

Provision for children with special educational needs is a matter for the whole school. The Governing Body, the school's headteacher, the SENDCo and all members of staff have important day-to-day responsibilities. Each teacher is 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.

Each September, the school updates its Special Educational Needs and Disability Information Report, which details the provision made by the school to meet the educational needs of our SEND children. This report is published on our school website:

<https://www.btschool.co.uk/site/data/files/policy-documents/BDE9373FEA0B4B7C9C3725EE27A41DE5.pdf>

Identification, Assessment and Provision

Class teachers regularly assess children as part of their daily teaching in school; this is monitored by the Senior Leadership Team at least termly. The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily.

When any concern is initially noticed or where it is identified that a child is not making adequate progress, it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted and specific interventions or support will be put in place and monitored for a period of up to six weeks. If no progress is noted after this time, teachers will consult with the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help that is over and above that which is normally available within the particular class or subject and the child will be added to the school SEND register, following discussions with parents/carers. At this point, teachers will continue to work with the child and parents/carers to ensure that planning to meet these needs is put in place as soon as possible and, if necessary or where our interventions are still not having an impact, further advice from an external professional may be sought, with the consent of parents/carers.

Our school subscribes to a number of external agencies including the Local Authority's Specialist Teaching Service (STS), a counselling service and the Educational Psychology Service (EPS). As appropriate, we access advice and support from Speech & Language Therapists, the Integrated Disability Service, Health, Children's Services, Significant Adult Provision (SAP) and SENDIAS (formerly Parent Partnership Service <https://www.family-action.org.uk/what-we-do/children-families/send/warwickshire-parent-partnership-service/>).

Following the introduction of the Code of Practice, the expectation is that all settings will have a graduated response in order to identify and meet the needs of pupils with SEND. <http://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

High quality, adaptive teaching is the first step in responding to pupils who have or may have SEND. Where a pupil is identified as having SEND, school will take action to remove barriers to learning and put effective SEND provision in place. SEN support will take the form of a four-part cycle, known as the **graduated response** or **graduated approach**. This four-part **Assess, Plan, Do, Review** cycle, highlighted in the **Code of Practice 2014**, ensures more detailed approaches, more frequent review and more specialist expertise in order to match provision and interventions to the SEN of an individual child. The school records the steps taken to meet the needs of individual children using a Personal Learning Profile (PLP).

The Assess, Plan, Do, Review cycle

Assess : The class teacher, working with the SENDCO as appropriate, will carry out an analysis of the pupil's needs. The pupil's development in comparison to their peers and assessment data will be considered along with the parent's views and, where appropriate, with advice from external support services. These will be recorded on the child's PLP.

Plan : The class teacher is responsible for working with the pupil on a daily basis and will work closely with the SENDCO, teaching assistants and external agencies involved, to plan support and interventions linked to classroom teaching. Parents/carers, with their child if appropriate, will meet with the class teacher and SENDCO to discuss interventions and support to be put in place, as well as the expected outcomes (using success criteria) on progress and development. This will be recorded on the PLP and there will be a date agreed for reviewing the PLP. The PLP will identify the areas of needs, the support and resources required and measurable small steps to achieve outcomes.

Do : The class teacher is responsible for the daily implementation of the Personal Learning Profile and ensuring any adults working with the child are fully aware of their needs and support required to enable them to access the curriculum to their full potential.

Review : The provision on the PLP is generally reviewed termly, although this may depend on the level of need. A meeting will be scheduled to review and evaluate the impact and quality of the support and interventions. Parents/carers will be given information about the impact of the support provided in school, enabling them to be involved in planning the next steps. Where appropriate, other agencies will be asked to contribute to the review, either by attending the review meeting or through providing written or verbal advice. The review will then feedback in to the analysis of the pupil's needs; then the class teacher, working with the SENDCO, will revise the support accordingly. Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement from other specialists or external agencies, with permission from parents/carers.

School request for statutory assessment for consideration for an Education, Health and Care (EHC) Plans

Where a request for statutory assessment (formerly referred to as a Statement of SEN) is made to the Local Authority (LA), the child will have demonstrated a **significant cause for concern and, despite the school having taken relevant and purposeful action (supported by the EPS / STS) to identify, assess and meet the SEN and/or disabilities of the pupil, the child has still not made expected progress.**

The Local Authority will be given information about the child's progress over time, and will seek evidence from the school that the child has been supported for a reasonable amount of time and that a number of strategies have been put in place (as directed by an Educational Psychologist or specialist teacher). The LA will request clear information about the child's attainment and progress over time, documentation relating to strategies used to support the child's individual needs (including PLPs & reports from external agencies involved with the child) and the views of parents. The Local Authority will use this information to determine whether a statutory assessment of needs is required.

The LA will decide whether an EHC plan is necessary or whether the child's needs can be met through Additional SEN support (ASS) within school. The school will liaise with parents throughout the process. Where an EHC Plan is issued, the LA will review the plan every twelve months and an annual review will be held in school on behalf of Warwickshire LA to complete the appropriate paperwork for this process.

Roles and responsibilities

It is the responsibility of **all staff** to promote and maintain an inclusive ethos within the school and to ensure the SEND Policy is adhered to.

The role of the SENDCo (Claire Pepin)

The Special Educational Needs & Disability Coordinator (SENDCo) responsibilities include :

- overseeing the day-to-day operation of the school's SEND policy and maintaining the SEND register;
- coordinating and developing school based strategies and provision for children with SEND;
- contributing to the professional development of all staff, in relation to understanding and meeting the needs of pupils with SEND;
- overseeing the records and/or assessments of all children with SEND;
- liaising with staff, advising colleagues and making visits to classrooms to monitor the progress of children on the SEND register;
- arranging and attending PLP reviews for children with an EHCP and for children supported at Additional SEN as appropriate;
- liaising with parents and carers of children with special educational needs, in addition to the class teacher;
- overseeing the allocation of resources (learning materials & equipment) required to support children with SEND;
- liaising with external agencies including the Specialist Teaching Service (STS) and Educational Psychology services, Health and Children's Services;
- liaising with local secondary schools or specialist provision, to ensure successful transition for children in Year 6;
- liaising with local early years settings and primary schools to ensure the successful transition of children already identified as having a special educational need moving to Bishop's Tachbrook CE Primary School;
- working with the headteacher and SEND Governor to determine the strategic development of the SEND Policy and provision in school.

The role of the headteacher (Cathryn Kilbey)

The headteacher is the named 'responsible person' for ensuring that the needs of pupils with special educational needs are met. She oversees and line manages the work of the SENDCo and, in particular cases, may liaise with external agencies and the Local Authority.

The role of the governing body

The governing body has due regard to the SEND Code of Practice when carrying out its duties toward all pupils with special educational needs. A governor (**Verity Howes**) has been identified by the governing body to have specific oversight of the school's provision for pupils with SEND.

The SEND governor liaises closely with the SENDCo and ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel, and the effectiveness of this policy. The governing body does its best to secure the necessary provision for any pupil identified as having SEND and to ensure that all teachers are aware of the importance of providing for these children.

Allocation of resources

The SENDCo is a member of the Senior Leadership Team. She 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 an EHCP. The headteacher and SENDCO meet regularly to agree on how to allocate and use the SEND funding and inform the governing body of how this funding has been allocated to support pupils with special educational needs.

Partnership with parents and carers

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. The staff work closely with parents and carers in the support of children with SEND. We encourage an active partnership through an ongoing dialogue with parents and carers, as they hold key information and have knowledge and experience to contribute to the shared view of a child's need. At all stages of the special needs process, the school aims to keep parents fully informed and involved.

Pupil participation

Children and young people with special educational needs often have a unique knowledge of their own needs and views about what helps them to be successful. In our school, we encourage children to participate in decisions made about their provision and to become involved in contributing to the assessment of their needs, including the review process, through age-appropriate means. In many cases, particularly for older pupils, it may be appropriate for them to attend the PLP review meeting and also to discuss transition procedures between school phases.

We ensure we celebrate successes with our children through rewards linked to PLP targets and outcomes and within our whole school systems.

Monitoring and review

The SENDCo monitors the progress of children on the SEND register. She provides staff and governors with regular summaries of the impact of our policy on the effectiveness of our SEND provision.

The SENDCo and the headteacher meet regularly to review the work of the school in this area. The SENDCo and the named governor with responsibility for SEND hold regular meetings to monitor and review the effectiveness of this policy.

The governing body will review this policy in the light of any new legislation that arises.