

# **Bleasby Church of England Primary School**



## **Special Educational Needs Policy**

Adopted: November 2022  
Next Review Date: November 2023

This policy is written in line with the Nottinghamshire Special Educational Needs and Disabilities (SEND) Policy (0-25 years) 2020-2023 and A Strategy for Improving Educational Opportunities for All (Nottinghamshire County Council (2020)

*“ Our vision is that children and young people with Special Educational Needs and Disabilities (SEND) will be safe and happy, have a good quality of life and opportunities to fulfil their aspirations, develop their independence and make a positive contribution to society. ”*

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**Definitions of special educational needs (SEN) 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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Government sets out the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. The Children and Families Act 2014 came into force from the 1<sup>st</sup> September 2014. A new SEN Code of Practice also accompanied this legislation.

More details about the Act and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

Children with the most complex needs, have an Education, Health and Care (EHC) Plan. These plans are supported by an Education, Health and Care Plan Pathway. You can view information on this pathway on Nottinghamshire's SEND Local Offer website:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## Mission statement

Releasing the God-given potential of every member of the school community through our commitment to **A**chieving, **B**elonging and **C**aring.

The Staff and Governors of this school believe that all pupils are entitled to a broad, balanced and relevant curriculum, which is differentiated to ensure maximum progress. This encompasses children experiencing learning difficulties, displaying emotional or behavioural difficulties or having physical disabilities. This provision may require additional resourcing. It will be delivered in a positive, inclusive, caring environment as is in keeping with the school ethos.

It is the aim of this Bleasby C. of E. Primary School to provide every child with the best education possible. Our objective in setting out the school's Special Educational Needs policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school. Early identification of, and intervention to support, difficulties is essential.

We strive to meet the [10 Core Values/Principles](#) within the Nottinghamshire Special Educational Needs and Disabilities (SEND) Policy (0-25 years) 2020-2023

1.	Ensuring the child or young person's voice is central to decision making.
2.	Supporting collaborative relationships with key partners and services, including parents and carers, schools and colleges and other educational settings, health and other local authority services.
3.	Working in partnership to ensure co-ordination of services.
4.	Co-producing services with service users.
5.	Committing to improve the attainment of all children and young people, with a particular focus on the achievement and progress of those with SEND.
6.	Ensuring early support and timely intervention, following the identification of need, using a graduated approach to avoid escalation of difficulties.
7.	Maintaining inclusive practices to ensure that children remain connected to their communities.
8.	Preparing children and young people for adulthood at the earliest appropriate stage.
9.	Ensuring that children and young people with SEND attend good and outstanding schools and colleges, including special schools and colleges where appropriate.
10.	Allocating resources using processes that are simple, fair and transparent.

We cater for pupils who experience difficulties in: -

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical and medical conditions

The school has full provision for pupils who are disabled.

## 1. Aims and objectives

### Aims

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 Code of Practice* 2014.

- To identify pupils with special educational needs as early as possible and that their needs are met.
- To have in place systems whereby teachers are aware of such pupils.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.
- To work with other schools to share good practice in order to improve this policy.

5.

Committing to improve the attainment of all children and young people, with a particular focus on the achievement and progress of those with SEND.

## Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and from pre-school setting and child minders who feed into the school prior to the child's entry into the school.

6.

Ensuring early support and timely intervention, following the identification of need, using a graduated approach to avoid escalation of difficulties.

- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCO and Head Teacher / Assessment Leader and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.

3.

Working in partnership to ensure co-ordination of services.

#### 4. Co-producing services with service users.

- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular meetings between pupils and their teacher/ teaching assistant and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.

#### 7. Maintaining inclusive practices to ensure that children remain connected to their communities.

#### 8. Preparing children and young people for adulthood at the earliest appropriate stage.

## 2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is the Head Teacher, Mrs Russyn Cast.
- The person co-ordinating the day to day provision of education for pupils with SEN is Mrs Sarah Smith, SENCO.
- Dependent upon the needs of the child, the school will have the support of personnel from the Schools and Families Specialist Services e.g. Sensory Team, Early Years, Cognition and Learning etc. We are also supported when needed, by Speech and Language Therapists, Physiotherapists and Occupational Therapists.

## 3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN Support records such as provision maps, IEPs or alternatives and review meeting notes / minutes.

### All staff can access:

- The Bleasby C of E Primary School SEN Policy;
- A copy of the full SEN List used for tracking this group of children;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their SEN reviews or alternative records of targets set/outcome monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff ScholarPack system on individual pupils and their special needs and requirements (if applicable)
- Information available through Nottinghamshire's SEND Local Offer



This information is made accessible to all staff and parents in a summary format in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

#### **4. 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 SEN; those with Education, Health and Care Plans and those without.

During a transition to the school, close liaison takes place between the school and all parties who have a current input towards the child's learning, physical and emotional needs.

#### **5. Specialist SEN provision**

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section **10**.

#### **6. Facilities for pupils with SEN**

The school has a range of specialist SEN facilities in place. These are:

1. Wheelchair access
2. Curriculum assistance during examinations for those children who require it
3. Hygiene suite

#### **7. Allocation of resources for pupils with SEN**

**10.** Allocating resources using processes that are simple, fair and transparent.

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools (Additional Family Needs Funding or AFN). (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding (High Level Needs Funding) is retained by the local authority. This is accessed through the Family of Schools. The Family SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The Senior Leadership Team of the school including Head Teacher and SENCO determine how allocated resources are used to support individual pupils e.g. allocation of Teaching Assistant hours etc. Other funding and resources is also available for some pupils via Pupil Premium.



## 8. Identification of pupils needs

**Identification** - See definition of Special Educational Needs at start of policy

**A graduated approach:**

6.

Ensuring early support and timely intervention, following the identification of need, using a graduated approach to avoid escalation of difficulties.

### Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) 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.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) 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.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list (class concern category). Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) 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.

9.

Ensuring that children and young people with SEND attend good and outstanding schools and colleges, including special schools and colleges where appropriate.

### SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

**2.**

Supporting collaborative relationships with key partners and services, including parents and carers, schools and colleges and other educational settings, health and other local authority services.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

**1.**

Ensuring the child or young person's voice is central to decision making.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties an assessment for an Education, Health and Care Plan may be necessary. This is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to begin this process will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk) and is shown in a video <https://vimeo.com/303230230>

or by speaking to a member of the Integrated Children's Disability Service Assessment Team

The Assessment Team, receives requests for Education, Health and Care (EHC) Needs Assessments via the Disability Duty point in relation to children, young people (CYP) with special educational needs and disabilities (SEND). The Assessment Team assesses their eligibility in relation to these requests. If eligible the team progresses them to ensure their identified outcomes are met. If not the team signposts them to other services.

Contact Duty Officer - Telephone 0115 804 1275

or Email: Newark, Sherwood & Bassetlaw areas: [icdsehcBandNSlocality@nottsc.gov.uk](mailto:icdsehcBandNSlocality@nottsc.gov.uk)

**Ask Us** Further help and support for parents / carers is available at **Ask Us** which offers advice for families with a child with a disability or special educational need. The service offers confidential and impartial information, advice and support on special educational needs and disability matters for parents/carers of children/young people with SEND and for the children/young people themselves. You can call our telephone helpline, open daily on weekdays (see our website for details). We provide information about special needs and disability issues across education, health and social care relevant to children/young people aged 0-25 years. Face to face support can be arranged if appropriate e.g. help with completing certain forms, writing letters, attending school meetings. Contact details:

**Telephone** 0800 121 7772 **E-mail** [enquiries@askusnotts.org.uk](mailto:enquiries@askusnotts.org.uk) **Website** [Ask Us website](#)

## **Education, Health and Care Plans [EHC Plan]**

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily

available. The school and the child's parents will be involved developing and producing the plan.

- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **9. Access to the curriculum, information and associated services**

**9.**

Ensuring that children and young people with SEND attend good and outstanding schools and colleges, including special schools and colleges where appropriate.

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Provision for individuals will give consideration to the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **10. Inclusion of pupils with SEN**

The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team together with the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

## 11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This will include annual parental questionnaires, feedback from review meetings and pupil conversations.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

Each term a provision map will be produced to identify how support is given throughout the school. This provision will then be reviewed and evaluated to identify which interventions are to be used to successfully support pupils to achieve academic and wider outcomes.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy, in the Summer Term. The evaluation is carried out by the SENCO, Head Teacher and SEN Governor and information is gathered from different sources such as child and parent surveys/teacher and staff surveys/parents evenings. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014. Evidence collected will help inform school development and improvement planning.

## 12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

## 13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Our school benefits from the following training programmes:

Local SEN Conferences

Local Teaching Assistant Conferences / Training opportunities

Minster School Teaching Alliance Training

Specialist Service Training e.g. Visually Impaired training, Fun Fit training, MAPA Training

Online training

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we use funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

## 14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Senco who will then inform the child's parents.

The following services will be involved as and when is necessary:

- Schools and Families Specialist Service (SFSS)
- Educational Psychology Service
- Social Emotional Mental Health Team (Newark Town & Minster)
- Ask Us

## 15. Working in partnerships with parents

Bleasby C. of E. Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through progress home-school diaries, reports, parent's evenings, IEP reviews and informal conversations.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs

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 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. The school's SEN Governor Mrs Angela Dunning may be contacted at any time in relation to SEN matters.

## 16. Links with other schools

The school is part of the MITRE Trust and The Minster School teaching Alliance. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

### Transition

On transition to secondary school or other schools at other times, there is liaison between the SENCO of Bleasby C.E. Primary School and the SENCO of the receiving school to ensure that all information and records of support are handed over and the continuity of involvement of outside agencies proceeds.

8.

Preparing children and young people for adulthood at the earliest appropriate stage.

## 17. Links with other agencies and voluntary organisations

Bleasby C.E. Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- *Nottinghamshire Education Psychology Service*
- *Social Emotional and Mental Health Team*
- *Social Services*
- *Speech and Language Service*
- *Specialist Outreach Services*

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

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**Signed**                      R. Cast                      **(Headteacher)**

Date                      30/11/22

**Signed**                      S. Smith                      **(SENCO)**

Date                      30/11/22

**Signed**                      A. Dunning                      **(SEN Governor)**

Date                      30/11/22

**This policy will be reviewed annually.**