

# Bleasby Church of England Primary School



## Special Educational Needs Policy

Adopted:

Last Review date: June 2024

Next Review Date: June 2026

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## **Definition of Special Educational Needs**

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND. The [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk) and the [Children and Families Act 2014 \(legislation.gov.uk\)](http://legislation.gov.uk) give guidance to health and social care, education and local authorities to make sure that children and young people with SEND are properly supported.

## **Mission statement**

Releasing the God-given potential of every member of the school community through our commitment to **Achieving, Belonging and Caring**.

Bleasby Church of England Primary School exists to welcome those of all faiths or none and see every member of its community flourish as unique, precious and beloved human beings who have been created in God's image. The school does this by supporting everyone to achieve their personal and academic potential; by encouraging everyone to belong together as one family; and by nurturing everyone to care for one another and the wider world. When a child has a Special Educational Need or Disability they may be less likely to flourish and so it is fundamental that these needs are addressed quickly and effectively in order to meet our vision and demonstrate our values.

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 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 welcomes all pupils no matter what their SEND needs or background. This might mean additional training for our staff or seeking outside support. We embrace the opportunity to learn new skills. We strive to offer as inclusive an environment as we can, to do the best we can for the children within our community.

## **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*.

## Our aims are:

- 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 to improve this policy.

## 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.
- **Monitor the progress of all pupils** 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 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.
- **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.

## **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 Russyn Cast, 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. Early Years Team, Communication and Interaction Team, Cognition and Learning. We are also supported when needed, by Educational Psychologists, The Social and Emotional and Mental Health Team (SBAP), 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 a SEN Action Plan, training log, provision maps, Support and Intervention Plans or alternatives and review meeting notes / minutes.

### **All teaching and teaching assistant 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:

- a) Wheelchair access
- b) Curriculum assistance during examinations for those children who require it
- c) Hygiene suite

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

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to up 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:**

##### ***Quality First Teaching***

All children have the right to being taught by the class teacher alongside their peers. Lessons should be adapted to meet the needs of all learners.

Class teachers and teaching assistants may use opportunities both during lessons and during other parts of the day to supplement the classroom teaching with a child, if they feel they need extra support in a particular area.

Resources and additional learning ‘tools’ may be provided within the classroom to support learning, such as word banks, iPads, wobble cushions, writing slopes.

A clear seating plan, will be in place to best meet the needs of the child.

Any concerns that the class teacher may have around the child’s progress or other needs will be shared with the SENCO, who might highlight or suggest ideas for support and observe the child.

Regular professional development will be offered to the teaching team to ensure they are confident in supporting all children within the classroom.

### ***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 list of pupils who receive regular support in school. 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 investigating 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 assessment will be a continual process, ensuring that the child is making progress.

### ***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.

### ***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.

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 they can have a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. The decision to make a referral for an EHCP 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
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not 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.

### ***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.
- d. In Nottinghamshire an ECHP does not come with additional funding but can enable a child to attend a special school.

## **9. External Support**

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. 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.

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
- Early years specialist teachers

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

The Head Teacher 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 school parental questionnaires, feedback from review meetings and pupil

conversations. Evidence collected will help inform school development and improvement planning.

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

A whole school provision map is updated termly, to ensure the team have a picture of the support across all age groups, with close consideration of on-going assessments.

## **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 or head teacher, 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 amongst others:

Local SEN Conferences

Local Teaching Assistant Conferences / Training opportunities

Minster Learning Alliance Training

Specialist Service Training e.g. Emotional Regulation, Dyslexia friendly classrooms, ADHD and Autism awareness, Speech and Language courses including Makaton, working with the Visually Impaired.

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

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. 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, Support and Intervention Plan 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 Mr Matt Lilley may be contacted at any time in relation to SEN matters.

### **15. Links with other schools**

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

### **16. Transition to new settings**

It is vital that knowledge and understanding of all our pupils is shared at transition. On transition to secondary school or other schools at other times, there is liaison between the SENCO and keyworkers of Bleasby C.E. Primary School and the SENCO / keyworkers 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.

### **18. Useful Websites and Links**

- [Notts Parent Carer Forum \(nottspcf.org\)](https://nottspcf.org) Notts Parent carer forum, this is a group of parents working together to support others and can often give practical advice around childcare, EHCPs etc
- [Nottshelpyourself | SEND Local Offer](#) This is the SEND local offer, it tells you about any support you can access across the county for SEN, this could be short breaks, childcare, holiday clubs for SEN etc.
- [Home | Aptcoo](#) A Place To Call Our Own, are a charity who support children and families with additional needs, they provide a variety of activities as well as after-school clubs and holiday clubs.
- [Spectrum Wasp | – We are special people](#) Similar to the above We are special people was formed to support Parents and Carers with Children / Young people with SEN.
- The Early help Unit can offer additional support to families in need [Revised Early Help and Assessment Form \(EHAF\) | Nottinghamshire County Council](#)