

**BRADSHAW COMMUNITY PRIMARY SCHOOL**

**SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

**September 2017**

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**Why do we have a Special Needs and Disability Policy?**

Bradshaw is committed to enabling every child to reach their potential, regardless of ability level, race, gender or cultural background. Every child has access to the relevant curriculum through quality first teaching. The special needs policy provides the framework in which Bradshaw can meet the needs of the children with Special Educational Needs (SEN/D). This is in order to ensure that the needs of the individual children are recognised, assessed, monitored and reported on regularly in partnership with the parents.

**What is considered by Special Educational Needs?**

The legal definition of Special Educational Needs is defined in the 1996 Education Act as follows:

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.”

A child has a learning difficulty if he or she:

\* has significantly greater difficulty in learning than the majority of children of the

same age

\* has a disability which either prevents or hinders him or her from making full

use of the educational facilities available within the school

\* is under school age and falls within the definition above or would do so if

special educational provision was not made for the child

A child is not regarded as having learning difficulties solely because the language of the home is different from the language in which he/ she will be taught. Likewise slower progress and low attainment do not necessarily mean that a child has SEN/D and should not automatically lead to a pupil being recorded as having SEN/D.

**Arrangements for providing access to the National Curriculum**

Pupils of SEN/D are entitled to:

* Be set suitable learning challenges through quality first teaching, resources and deployment of teaching staff
* Have action taken to respond to their diverse learning needs through the use of different teaching and learning styles
* Provision to help overcome potential barriers to learning and assessment

The objectives of the policy (following the SEN/D Code of Practice (2014)) are;

* To use assessment data to identify children with SEN/D as soon as possible
* To record all children with SEN/D on the school’s SEN/D list
* To monitor and track children below expectations to ensure
* To apply support plans where appropriate and are reviewed on a regular basis
* To provide the necessary resources to meet the required need both from within school and through the use of outside expertise
* To involve parents in an equal and cooperative manner
* To ensure full access to a broad and balanced curriculum
* To give them confidence to achieve their full potential

**Identification Procedures**

A child has special educational needs/ disability if he/ she has a temporary, long term or specific difficulty which calls for additional or different provision to be made. A child has a learning difficulty if he/ she has significantly greater difficulty in learning than the majority of children of the same age.

There may be concerns expressed in any of the four areas described in the Code of Practice;

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional needs
4. Sensory and/or physical needs

All children at Bradshaw are closely monitored to ensure progress is being made.

As recommended, there is a graduated model of action and intervention. Children are then monitored through the use of a provision map which identifies the provision (resources/interventions/support) being made for the child. This is reviewed termly.

It is initially the class teacher’s responsibility to monitor progress of the child through the use of ongoing formative assessments and termly summative assessments. If the child is not making sufficient progress, they are noted as a cause for concern and discussed at the termly planning meeting where possible strategies and interventions are discussed. This can be characterised by progress which

* is significantly slower than that of their peers starting at the same baseline
* fails to match or better the child’s previous rate of progress
* fails to close the attainment gap between their peers and the child

Although the school can identify special educational needs and make provision to meet those needs, we do not offer diagnoses. School liaises with and can make referrals to outside agencies who can offer further support and assessments to further support the identification of children’s specific learning needs. These agencies include:

* Educational Psychologist
* Sensory support teams
* Occupational therapist
* Speech and language support service
* School health advisor
* ADDvanced solutions

Identification strategies used include:

* Observations
* Teacher assessment; formative and summative
* Work samples
* Discussions with the Head, other staff or external agencies
* Discussions with parents
* Discussions with pupils
* Results of standardised tests; reading, spelling, SAT results

Other agencies such as speech therapists, health visitors and non teaching staff may also be involved in the process through providing further assessments data, observations or background information.

Parents are also a vital source of information and are encouraged to pass on information and concerns about their child’s health and background through discussion with the class teacher when concerns are initially raised.

**Provision for Pupils with SEN/D**

Provision is offered in line with the SEN/D Code of Practice and through the use of the Graduated Response model.

**CLASS MONITORING**

Initial identification of children causing concern and not making the required progress will be discussed and reviewed during termly review meetings with the SENDCo and class teacher. During this time a monitoring and tracking process takes place with the class teacher noting any additional/ different support provided and its impact. Responsibility remains with the class teacher to provide quality first teaching and suitably differentiated work, including any relevant interventions. Parents should be aware of concerns and how they can support the learning needs.

Monitoring continues for approximately 2 terms, when a decision will be taken as to whether to involve further agencies before a decision is made as to whether to place the child on the SEN/D list, involving outside agencies and moving the child to SEN SUPPORT. Parents are invited to discuss this with the SENDCo and class teacher.

A range of strategies are used at this stage including:

* + - * Differentiated learning materials or more effective strategies
      * Special equipment or resources
      * Some group or individual support
      * Extra adult time devoted to the nature of planned intervention and monitoring its effectiveness through termly reviews
      * Undertaking staff development and training

**SEN SUPPORT**

Where a pupil is identified as having SEN/D, schools should take action to remove barriers to learning and put effective special educational provision in place. Referral forms must be completed and signed by the parents and the teacher if outside agencies are to be involved.

The SENDCo is responsible for co-ordinating this consultation process and liaising with external agencies.

This SEN support takes the form of a four-part cycle. This is known as the graduated approach.

**ASSESS**

The class teacher, working with the SENDCo, should carry out a clear analysis of the pupil’s needs, drawing upon:

\* teacher’s assessment, previous progress and attainment and behaviour,

\* the views and experience of parents and the pupil,

\* if relevant, advice from external support services.

Where professionals are not already working with school staff the SENDCo should contact them if the parents agree.

**PLAN**

\* The teacher and the SENDCo should agree in consultation (and share) with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

At this stage support plans are written which should record strategies which are being implemented.

**DO**

\* The class teacher remains responsible for working with the child on a daily basis, even if in 1 to 1 teaching or intervention groups, working closely with staff involved, to plan and assess the impact. As far as possible, support should be within class. Where withdrawal support is felt necessary, this should be time limited.

**REVIEW**

\* The effectiveness of the support and interventions and their impact on the pupil’s progress should be reviewed in line with the agreed date and revise support in light of the outcomes.

\* Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps and support the child’s learning.

**EDUCATION AND HEALTH CARE PLANS**

\* If concerns continue, a request may be submitted for the child to be assessed by the local authority for an Educational, Health and Care plan.

\* A yearly review takes place with all stakeholders.

**Recording, Monitoring and Review**

Details of each child on the school’s SEN/D list are maintained and collated by the SENDCo. Termly review meeting take place where progress, assessment data and intervention strategies are discussed through the use of the graduated response and elements of intervention. Detailed notes are maintained from these meetings. Notes are then reported to the Head.

The class teacher is responsible for;

* maintaining the class SEN file and monitoring information
* assessing and tracking the children’s progress
* recording and evaluating progress towards the achievement of targets Updating BSquared profiles where appropriate
* Maintaining the records of intervention for each child
* Participating in termly review meetings with the SENDCo

The SENDCo is responsible for;

* Monitoring the progress of SEN/D children through termly reviews
* Overseeing all record keeping
* Raising issues at the planning meeting and recording the outcomes of such meetings

**Parental Involvement**

We aim to have good and informative relationships with all of our parents. Parents are involved in each stage of the process through informal discussions and meetings to discuss progress. Copies of targets are sent home so parents are able to support their child in achieving their targets.

Parents will;

* have access to the school’s SEN/D policy
* be informed where there is a concern about their child’s needs and be encouraged to contribute to the assessment by providing any background information and observations
* be fully involved in decision making at each stage of the process
* be supported in understanding the roles of other professionals through the explanation by the SENDCo
* be invited to review the progress of the child at progress meetings with the class teacher
* be informed about the http://warringtonsendiass.co.uk
* if required be invited to attend Family Support Meetings

**Pupil Involvement**

Wherever possible the children should be involved in setting and monitoring of support plans which should be meaningful to them, through discussion with the class teacher.

**Transition**

Moving to a new class or school can be difficult and arrangements are made to make this as smooth as possible. This may include:

* additional meetings for the parents and child with the new teacher
* additional visits to the new classroom environment/ school to identify where resources, toilets are etc.
* opportunities to take photos, follow a map or timetable

**Responsibilities for Co-ordination**

The school’s SENDCo is Mrs Sweeney and the named governor for inclusion is Mr G Mogey

**The SENDCo’s responsibilities include:**

* Determining the strategic development of the SEN/D policy and provision with the Head and Governing body
* Taking day to day responsibility for the operation of the SEN/D policy and provision
* Carrying out analysis and assessment of the pupils’ needs
* Monitoring the standard of teaching and standards of pupil achievement
* Setting targets for improvement
* Working with class teachers to ensure that provision is matched to the needs of the children
* Helping to establish educational plans
* Developing, managing and reviewing a Provision map
* Overseeing and updating the records of children with SEN/D
* Developing and maintaining positive and constructive relationships with parents
* Liaising with external agencies
* Keeping the Head and Governing body informed of developments as and when necessary
* Maintaining a record of INSET related to SEN/D
* Keeping up to date with new developments by attending courses provided by the LA and other organisations
* Disseminating relevant information to staff
* Organising training for staff as required
* Co-ordinating the deployment of TAs supporting pupils with SEN/D

**Teaching and Learning**

Our aim is for children to be working independently and are entitled to be taught by the teacher, not always a TA. When allocating TA support to children, our focus is on outcomes; we aim to put sufficient support to enable the child to reach their targets but without developing learned dependence. Targets are set in an attempt to close the attainment gap. Interventions are often crucial in closing these gaps and so are closely monitored by the class teacher during the intervention and by SENCo who monitors overall progress.

**Class Teachers’ Responsibilities**

All class teachers have a responsibility to ensure the SEN/D policy is put into practice. These responsibilities include:

* Identifying pupils who make too little or no progress in spite of differentiated learning opportunities being provided
* Monitoring and tracking children’s progress who have caused concern
* Working with the SENDCo and parents in collecting and recording information about the pupil in determining the action to be taken
* Planning and delivering appropriate Support plans when necessary
* Recording on the Support plan that which is different to or additional from the differentiated learning opportunities provided
* Accepting TAs as team members in the classroom
* Involving pupils at an appropriate level in planning for their own learning
* Accepting and valuing the contributions of parents in their child’s learning and identifying the best way of involving parents in working with the school

**Role of the Governor**

The Governors of Bradshaw would wish to ensure that:

* The SEN/D policy is in place in line with the requirements of the Code of Practice
* Access to the policy is readily available to all staff
* The policy is consistently applied
* That SEN/D records are maintained by all staff and kept up to date
* The Governing body will receive details regarding the success of the SEN/D policy and any changes
* The policy is available to parents

**Availability of Resources**

Each year, the SENDCo is responsible for managing the allocated budget and deployment of TAs working with SEN/D children in order to develop the provision for children with SEN/D. A resource list is annually updated and kept within the class SEN/D files. Resources and reference books and files on various disorders are kept in the SEN cupboard. The SENDCo will also produce an action plan based on the needs of the children and maintain the school’s provision map to ensure all children are catered for as much as possible. This will form part of the school improvement plan.

**Role of Teaching Assistants**

Wherever possible TAs are used to support children with SEN/D. TAs are responsible for:

* directly supporting individuals or small groups of pupils
* enabling children to achieve their targets
* contributing to the development of resources
* attending meetings as directed by the SENDCo
* reporting on progress to the class teacher

**Staff Development**

Staff are informed and involved in special need through:

* staff meetings
* directed time with the SENDCo to discuss issues
* INSET by the SENDCo or external agencies such as the Inclusion services to support the development of skills

All teachers are trained to work with children with additional needs. Some are more experienced than others but all have access to advice, support and training where applicable. Some of our TAs have specific expertise in speech and language, physical disability and ASD.

**Links with Other Services**

Through the termly planning meeting, the SENDCo liaises and co-ordinates links with a wide range of service such as Educational Psychologist, School Health, Speech and Language and high schools. Cases are discussed and decisions are made as to which services need to become involved with the child to achieve the best possible outcome.

**Arrangements for Complaints**

Should any parent have cause for complaint, they should be addressed in the first instance to the Head who may then direct the complaint to Governors. Parents will also be advised of their right to refer the matter of dispute to the Disagreement Resolution Service. Should further action be needed, the complaints procedure will be followed.

**Criteria for Success**

The following criteria are to be used to evaluate the success of the SEN/D policy

* the policy is being adhered to
* pupils with SEN/D are identified quickly and make good progress
* parents are fully informed and as far as possible involved in supporting their child
* pupils are well informed and involved in the process
* provision is matched to the children’s needs
* there are close links with external agencies

The policy will be reviewed in 2024.