



# **Special Educational Needs and Disability (SEND) Policy**

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**Date written:** March 2021

**Date ratified:** April 2021

**Date of next review:** March 2022

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### 1. Aims

Our Special Educational Needs and Disability (SEND) Policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs & disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The SEND Code of Practice also requires that each school outlines their experience, provisions and support for SEN pupils in the SEND Information Report. This can be found on the school website

<https://www.newbridge.bathnes.sch.uk/>

The values that run through our Newbridge Journey, Key Skills and our home learning grids are; Learning and Communication; Creativity and Imagination; Personal Development; Collaboration; and Citizenship.

Our aim is to offer a safe and inclusive environment, with the highest standards of teaching and the most inspiring opportunities for learning, facilitated by the whole school community working together. Our vision is that Newbridge Primary School pupils will be academically and socially confident and will take their next steps as caring, creative and healthy young people who will actively and responsibly make a difference to our world.

We celebrate the successes of all pupils and focus on their achievements, rather than their difficulties. We will always keep this in mind, even though Special Education Needs provision is often predicated on a *deficit model*, focusing on difficulties and what pupils are unable to do. Where pupils may need additional support to facilitate progress, we build this support around where pupils have existing strengths. Specialist assessment may be used to enable staff to personalise a child's curriculum and modify teaching methods.

### 2. Compliance

This policy and information report is based on the statutory [SEND Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN Information Report

### 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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.

Newbridge Primary School aims to encourage all pupils to achieve their full potential. The school has high aspirations and expectations for all pupils with SEND and focuses on the outcomes and progress of pupils by celebrating achievement and identifying areas in which they need support.

Our objectives are:

- To identify pupils with SEND as early as possible and ensure that their needs are met to the best of our capabilities.
- To work within the guidance of the SEND Code of Practice 2014.
- To operate a child centred management of the needs of our pupils with SEND which considers the whole child, taking into account the views of our SEND pupils wherever practicable.
- To ensure that children with SEND join in with all the activities of the school.
- To provide a differentiated curriculum appropriate to the individual child's needs and ability.
- To ensure that all learners make the best possible progress.
- To work in partnership with parents and ensure that they are kept fully informed of their child's SEND and provision.
- To promote effective partnership and involve outside agencies when appropriate.
- To provide support and advice for all staff working with SEND pupils.

#### 3.1 Identifying Special Educational Needs and Disabilities

The SEND Code of Practice (June 2014) separates SEND into four main areas of need;

- Communication and interaction - Pupils with Speech, language and communication needs (SLCN) and pupils with Autistic Spectrum Disorder (ASD) fall into this area of need.
- Cognition and learning – Pupils in this area of need may show a slower pace for learning, even with differentiation. Learning difficulties in this area are wide ranged, from moderate learning difficulties (MLD) to severe learning difficulties (SLD). Some children may need help in all areas of the curriculum and may have associated difficulties with mobility and communication and would therefore have profound and multiple learning difficulties (PMLD). Specific learning difficulties (SPLD) which encompasses a range of difficulties such as dyslexia, dyspraxia and dyscalculia also falls into this area of need.
- Social, emotional and mental health difficulties – Pupils with SEND in this area may have behaviour which manifests itself in different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Sensory and/or physical needs - Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Additionally some pupils with a physical disability (PD) require ongoing support.

### **3.2 Admissions**

The school follows Bath and North East Somerset (B&NES) Admissions Criteria.

### **3.3 Access Assessments**

The school endeavours for all pupils to access age appropriate assessments if possible. Some pupils require additional support to do so, this may include;

- A scribe
- A reader
- Extra time
- Adapted resources

If assessments and evidence are required to ensure the pupil receives the support that they need then the SENDCO, in collaboration with the class teacher, will oversee the procedure.

### **3.4 Transition at Newbridge Primary School**

We understand that transition can be a time of high anxiety for many pupils with SEND (and for their parents) and we therefore aim to support them as much as possible;

- Transition from Pre-school to the Early Years Foundation Stage. When a child has been identified as having Special Educational Needs in the Pre-school setting the SENDCO will liaise with the staff at the setting, as well as any outside agencies involved, to ensure that the school has an excellent understanding of the child's needs. Additional visits to the school for the pupil will be organised, and transition materials, such as photo books, will be prepared.
- Transition between classes. When a child struggles with transition between classes and teachers, the school will ensure that the pupil is given opportunities to visit the class and teacher. If needed a photo book may also be produced.
- Transition to secondary school. When pupils with SEND transfer to secondary school the SENDCO will liaise with the SENDCO at the secondary school to ensure that they are fully aware of the pupil's needs. Additional visits may be arranged to ensure that a child feels confident in their new settings. When a child with an EHCP transfers to secondary school the SENDCO will invite the SENDCO from the secondary school that the pupil will attend to the child's annual review, this ensures consistency in approach and allows both schools to plan for an effective transition.
- Transition to a different school. If a child with SEND transfers to another school then the SENDCO will liaise with the SENDCO of the other school and ensure that the documents are transferred.

### **3.5 SEND pupils with Medical Needs**

Newbridge Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils with medical conditions may also have SEND and may have an EHCP which brings together the educational, health, social and care needs of the pupil along with their SEN provision. In these cases Newbridge Primary School will ensure that the SEND Code of Practice (2014) is followed. Newbridge Primary School has a separate policy on pupils with medical needs and this policy applies to SEND pupils (Health & Safety Management). The policy can be accessed via the school office.

### **3.6 Disability Equality Scheme and Disability Access Plan**

This is published as a separate document on the school website.

## **4. Roles and responsibilities**

### **4.1 The SENDCO**

The SENDCO is Alex Bacon and can be contacted via the school office on 01225 421675.

He will:

- Work with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Maintain the SEN Register so that valid comparisons can be made at local and national level with levels of need.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and Governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.
- Work in partnership with parents, ensuring that their views about the type of support that is needed is taken into account.

### **4.2 The SEN Governor**

The SEN Governor will:

- Help to raise awareness of SEN issues at Governing Body meetings
- Monitor the quality and effectiveness of SEN and Disability provision within the school and update the Governing Body on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The Headteacher**

The Headteacher will:

- Work with the SENDCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy.

## **5. Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a specified number of weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

#### **5.15 Complaints about SEN provision**

Complaints regarding SEND pupils will be dealt with in accordance to the School's Complaints Policy, which can be accessed on the school's website or by requesting a copy at the school office.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **5.16 Contact details of support services for parents of pupils with SEN**

- B&NES Local Offer - Under the SEND Code of Practice 2014 the Local Authority is required to publish a local offer online outlining the support and service that are available to SEND pupils in the area. The B&NES Local Offer can be found at <http://thehub.bathnes.gov.uk>
- Newbridge Primary SEN Information Report -The SEND Code of Practice also requires that each school outlines their experience, provisions and support for SEN pupils. This can be found on the school website <http://www.newbridge.bathnes.sch.uk/>
- Parent Partnership Services -The Parent Partnership Service offer free and impartial advice for parents of children with Special Educational Needs and Disabilities. They can be contacted by telephoning 01225 394382 or by emailing [parent\\_partnershipservice@bathnes.gov.uk](mailto:parent_partnershipservice@bathnes.gov.uk) Alternatively parents can visit their website <http://www.parentpartnership.org.uk/find-your-pps/south-west/bath-and-north-east-somerset/>
- Rainbow Resources - The Rainbow Resources Website lists extra-curricular activities that can be accessed by pupils with additional needs; [www.rainbowresource.org.uk](http://www.rainbowresource.org.uk)

#### **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the Governing body.

#### **7. Links with other policies and documents**

This policy links to our policies on:

- Disability Equality Scheme and Disability Access Plan
- Behaviour & Anti-bullying Policy
- Equality Information and Objectives
- Child Protection Policy
- Attendance Policy
- Complaints Procedure
- Early Years Foundation Stage Policy
- Extra-Curricular Activities Policy

