



## Special Educational Needs and Disabilities (SEND) Policy

### **1. Introduction**

This school provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities.

Children may have SEND throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the child.

Teachers take into account in their planning a child's special educational needs or disabilities, and the provision made therefore enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school's life.

### **2. Aims and objectives**

2.1 The aims and objectives of this policy are:

- to identify children with special educational needs and disabilities as early as possible;
- to create an environment that meets the special needs of each child;
- to ensure all children have equal access to a broad, balanced and differentiated curriculum;
- to encourage children to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;
- to encourage children to be fully involved in their learning
- to make clear the expectations of all partners in the process and provision of special needs;
- to ensure parents are kept fully informed and are engaged in effective communication about their child's SEND.
- to work within the guidance of the SEND Code of Practice 2014 and Equality Act 2010.

### **3. Roles and Responsibilities**

3.1 In this school provision for children with special educational needs and disabilities is the responsibility of all members of staff.

3.2 Mrs Anneli Pickering, the Special Educational Needs Co-ordinator (SENCo) is responsible for the day to day operation of the SEND policy. Her main duties are: -

- Overseeing the day-to-day- operation of the school's SEND policy
- Co-ordinating provision for children with special educational needs and disabilities
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Overseeing the records of all children with special educational needs and disabilities
- Liaising with parents of children with special educational needs and disabilities
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's SEND support services, health and social services and any other services.

3.3 The Governing Body does its best to secure the necessary provision for any child identified as having special educational needs and disabilities. The governors ensure all teachers are fully aware of their responsibilities towards children with special educational needs and disabilities. They consult the LA

and other schools, when appropriate, and report annually to parents on the success of the school's policy for provision for children with special educational needs and disabilities.

3.4 The Governing Body has agreed with the Keswick MAT admissions criteria, which do not discriminate against children with special educational needs and disabilities. The admissions policy has due regard for the guidance in the Code of Practice. The SEND Policy has been developed through consultation with families, governors and staff and reflects the guidance of the SEND Code of Practice August 2014.

#### **4. Inclusive Practice**

4.1 At this school we respect the fact that children: -

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- learn at different rates
- require a range of different teaching strategies and experiences

4.2 Teachers respond to children's needs by:

- providing support in all curriculum areas
- planning to develop children's understanding through the use of all senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- planning for children to manage their behaviour, enabling them to participate effectively and safely in learning

4.3 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to: -

- understand the relevance and purpose of learning activities,
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

4.4 Teachers use a range of strategies to meet children' special educational needs. Lessons have clear learning objectives; we differentiate work and use assessment to inform the next stage of learning.

4.5 Wherever possible we do not withdraw children from the classroom; this reflects the school's acknowledgement that all children have an entitlement to share the same learning experiences as their peers. There are times however, when, to maximise learning, we ask the children to work in small groups or in a one-to-one situation outside the classroom.

4.6 This policy ensures that teaching arrangements are fully inclusive. The majority of children will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support using programs such as Springboard.

#### **5. Specialist Provision**

The school has wheelchair access throughout. There is also a disabled toilet.

### **Section 2**

#### **6. Bassenthwaite School's Graduated Approach to SEND**

6.1 In addition to the points made in 4.1 - 4.6, the SENCo will work with all staff to ensure children who may need additional or different support, to that normally found within the classroom, are identified as early as possible.

- 6.2 The progress made by all children at this school is regularly monitored and reviewed. The school does not identify children as having special educational needs unless we are taking action that is additional or different from that which goes on in the classroom as part of our differentiated approach.
- 6.3 Children who are not making adequate progress following all interventions/adjustments and good quality, personalised teaching, are identified as having special educational needs.
- 6.4 Class teachers are responsible for the progress and development of children in their class and consult with the SENCo when the evidence gathered through the usual assessment and monitoring arrangements gives concern about a child's progress.

The triggers for intervention could be the teacher's or parent's concern about a child who despite receiving appropriate early education experiences:

- makes little or no progress as evidenced in accurate formative assessment using effective tools and early assessment materials.
- continues working at levels significantly below those expected for children of a similar age in certain areas.
- presents persistent emotional and/or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the setting.
- has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment.
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

The triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and/or concentrated support the child:

- continues to make little or no progress in specific areas over a long period.
- continues working at a level substantially below that expected of children of a similar age.
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme.
- has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service.
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The Graduated Approach will be monitored and reviewed regularly through an Individual Provision Plan using Assess, Plan, Do, Review cycle.

- 6.5 The SENCo will consult with parents, children, carers, teachers and support staff about the Individual Provision Plan to ensure they are all involved in the Assess, Plan, Do, Review cycle.
- 6.6 If we have evidence that a child is making insufficient progress despite support through the Assess, Plan, Do, Review cycle, the SENCo may seek further advice from external specialists. The SENCo will keep parents and children fully involved and informed about any proposed interventions using the Early Help Assessment process.
- 6.7 If the SENCo and parents feel that interventions are not working we can apply for a Statutory Assessment for an Educational Health Care Plan (EHCP).
- 6.8 The LA will produce a draft Education Health Care Plan and send it to school identifying all needs and provision and also invite parents to apply for a personal budget for their child.

- 6.9 Further consultations will take place between LA, parents, young person and a final plan will be issued. It will be reviewed at regular intervals to assess progress.
- 6.10 Children with an EHCP will be reviewed regularly.
- 6.11 This school will liaise with the receiving school when a child with special needs is due to transfer, and will forward to them as early as possible all relevant information to enable an effective transfer.

## **7. Allocation of Resources**

- 7.1 The SENCo, in consultation with the Head Teacher, is responsible for the operational management of the specified and agreed resourcing for special needs provision within school, including the provision for children with an Education Health Care Plan.
- 7.2 The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- 7.3 The headteacher and SENCo meet at least termly to agree how to use funds for SEND provision, including those directly related to Education Health Care Plans, and also to monitor and measure the impact of pupil premium expenditure.
- 7.4 The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

## **8. Complaints procedures**

- 8.1 The school's complaint procedures are set out in the school prospectus.
- 8.2 Under the Equality Act 2010, parents can request the services of the SEND Tribunal and the school would seek advice from the MAT and the LA.

## **Section 3**

### **9. Staffing and Partnership**

- 9.1 The school undertakes an annual audit of staff training needs related to special educational needs and disabilities issues and meets these where possible, in conjunction with identified school priorities. Particular support is given to NQTs and new members of staff by the SENCo as part of their induction.
- 9.2 The SENCo, in consultation with the headteacher will provide training through the INSET programme to ensure all staff are fully informed of SEND Reforms 2014 and procedures within school.

### **10. Partnership with Parents**

- 10.1 Class teachers work closely with parents throughout their child's education. Parents should in first instance contact the class teacher in case of any concern or difficulty.
- 10.2 The school provides information about the Parent Partnership service to all children with special educational needs and disabilities on request.
- 10.3 At all stages of the SEND process the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.

