

Bealings Primary School Policy for Special Educational Needs

The Governing Body has agreed with the LEA admissions criteria which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompany the SEN and Disability Act 2001. The Schools' Accessibility Strategy is reviewed annually.

The Register of pupils with special needs lists the names of those pupils for whom extra provision to that of the usual, differentiated, classroom curriculum is made. Usually, the list would change termly as pupils make progress in response to appropriate support. An exception would be where the name of a pupil with ongoing needs, e.g. medical, would remain on the register for a prolonged period.

The school has a Special Educational Needs and Disability co-ordinator (SENDCo). An individual member of the Governing Body takes a special interest in SEND, although the Governing body as a whole is responsible for making provision for pupils with special educational needs and disabilities.

Aims

1. To identify Barriers to Learning as early as possible

Achieved by:

- Effective and regular liaison with primary carers* and pre-school providers
- All school staff maintaining accurate pupil records and observations.
- Class teacher and SENDCo assessing the pupil's achievement and response to the curriculum, drawing on all available evidence including information from primary carers.
- HT and SENDCO scrutinising data each term.
- School staff liaising effectively to communicate achievements and concerns to SENDCo.
- SENDCo maintaining a Record of Concerns* from staff.
- SENDCo using standardised testing materials to inform assessments.
- Outside professionals observing and assessing, reporting back to school staff and primary carers.
- SENDCo making regular monitoring visits to each class.

2. To alleviate the effects of Barriers to Learning

Achieved by:

- All school staff planning appropriate provision incorporating any recommendations of SENDCo and support agencies.
- An Individual Education Plan recording this provision with targets set for individuals which are specific, measurable, attainable, realistic and time-limited (or a Behaviour Plan, as appropriate). IEPs are written termly.
- SENDCo uses information from primary carers and health professionals to write Care Plans for some pupils on the register.

Identifying SEND

Identifying pupils with SEND can be complex and dependent on a range of indicators but a rough guide would be those children “Working Towards” the expected level.

Pupils with Specific Learning Difficulties, Physical Difficulties, Emotional, Social or Behavioural Difficulties as well as other diagnosed barriers to learning such as ASD will be included on the register

The additional provision made for pupils on the register of SEND is formalised on an Individual Education Plan which details the targets, provision and expected rate of progress for the pupil. Although there are exceptions, this rate of progress is expected to exceed or match that of similar pupils not on the register.

Six principles underpinning good practice.

1. Effective and timely communication.

Achieved by:

- HT allows time each week for Class teacher and TAs to plan and review provision for those pupils who have IEPs.
- HT timetables twice yearly whole staff meetings for discussion of SEND issues.
- SENDCo is available each week for SEND consultation.

2. Use of knowledge and skills within school

Achieved by:

- HT with input from SENDCo plans the deployment of TAs with regard to their expertise and experience.
- Staff meetings provide opportunities to ‘cascade’ training.
- HT plans CPD* to take into account future deployment and development of expertise.
- SENDCo organises outside professionals to run training workshops and surgeries in school for all staff – for example a talk from the ADHD* nurse, ASD* advice and training sessions.
- TA to TA training.

3 Effective use of In-School resources

Achieved by:

- Accurate inventory maintained by SENDCo.
- Annual budget deployed effectively according to the principles of Best Value.
- Outside professionals provide training in the use of resources.
- TA to TA training in the use of resources.
- SENDCo monitors frequency of use of resources through monitoring of the IEPs, consultation at staff meetings and informal talks with Staff.
- Lesson plans and observations of teaching also inform judgments.

4 Use of support and advice from outside agencies.

Achieved by:

- SENDCo conducts assessments and prepares data for termly planning meetings*
- SENDCo maintains a comprehensive data base of support agencies.
- SENDCo and teachers maintain effective communication with private agencies and others through termly inter-agency meetings for some pupils.
- SENDCo attends ‘Health/Education’ links meetings as necessary.

- SENDCo and teachers attend conferences and relevant training.

5 Information-gathering systems and assessment procedures which involve all stakeholders.

Achieved by:

- SENDCo maintains a register of pupils' names, dates of birth.
- Individual Education Plans reviewed – Weekly; Teachers and TA.
Half-termly discussion with SENDCo to monitor/feedback.
At least termly with primary carers.
- Termly scrutiny of assessment data – HT and SENDCo.
- Effective liaison at transition – from pre-school to F and within and across Key Stages, and to High School.

6 Planning, monitoring and evaluation procedures which involve all stakeholders.

Achieved by:

- SEF* for SEND process followed.
- Termly scrutiny of data by HT, SENDCo and TA
- Teachers gather views of Primary Carers at termly IEP review meetings.
- SENDCo monitors provision for children on the register by looking at timetable, IEPs, IBPs, and discussions with Teachers and Teaching Assistants.
- SENDCo gathers the views of Primary Carers at inter-agency meetings, annual reviews of Statement, annual reviews of care plans, PEP* reviews, LAC reviews, parent consultation evenings and other, informal opportunities to meet.
- **SENDCo monitors effectiveness of provision by similar methods and by, termly half day visits to classes and scrutiny of work and observational notes.**
- **A termly report is produced on pupil progress and other issues for HT and governors**

Glossary

Annual Review of Statement – A meeting of primary carers and professionals involved with the pupil with a contribution from the child.

ADHD – Attention Deficit Hyperactivity Disorder

ASD – Autistic Spectrum Disorder

Behaviour Plan – A record of the strategies and resources to be used to limit the frequency of inappropriate behaviours. The format is similar to the IEP and will be reviewed at least half-termly.

Boxall Profile – An assessment tool used to inform planning for provision for pupils.

Care Plan – An individual plan to record provision for pupils with medical needs. Reviewed annually.

CPD – Continuing Professional Development

EBD – Emotional Behavioural Difficulty.

Individual Education Plan – The IEP records the provision for the pupil and will detail:

- The short-term targets set for the pupil – (usually not exceeding three).
- The strategies and resources to be used including timings and frequency.
- The setting where support will take place – e.g. small group, whole class or individual.
- The plan's review date.
- The pupil's teacher and teaching assistant.
- Pupil's name, date of birth, year group.
- Coded description of the pupil's SEND.
- Success criteria.

L.A.C. – Looked After Child: A pupil who is in the care of the local authority, either in care, with foster carers or birth family.

P.E.P. – Personal Education Plan - records details of a Looked After Child's educational progress and their views about and knowledge of, school life.

Primary Carers – Parents, foster parents, legal guardian.

Record of Concerns – A list of the names of pupils and the dates when concerns were raised by class teacher. Maintained by the SENDCo.

SEF – Schools Self Evaluation Form

SENDCo –Special Educational Needs and Disability coordinator.

Termly Planning Meetings - SENDCo, Advisory Teacher and Educational Psychologist meet in school to plan provision for selected pupils on the register – parental permission required.

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