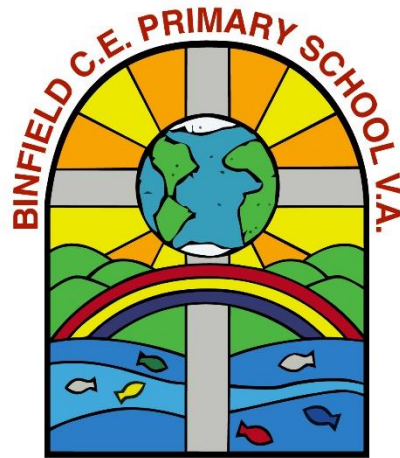


Binfield CE Primary School



"Building strong foundations, together, for everyone."

Special Educational Needs and Disability Policy

Date Last Reviewed: October 2023
Status: Definitive
Next Review Date: October 2024

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

This SEND Policy has been drawn up with regard to the SEN Code of Practice (2014), in consultation with teaching staff, Learning Support Assistants and Governors.

At Binfield it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required (that is 'additional to and different from' that provided within the differentiated curriculum) to better respond to the four areas of need identified in the new Code of Practice (September 2014). The four areas of need are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical.

This policy has been ratified by the school's Governing Body and will be reviewed annually.

The reviewed document will be made available on the school's website.

Other related appendices are listed at the end of this document.

Overview of Binfield School's beliefs regarding SEND:

Definition of Special Educational Needs and disabilities.

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

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) are under compulsory school age and fall within definition at a) or b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special Educational Provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.
- b) for children under two, educational provision of any kind.

This policy accepts the definition of SEND as set out in the Revised Code of Practice (2014)

1. Aims and Objectives

- 1.1. The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the headteacher or the appropriate governor has been informed by Bracknell Forest that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- 1.2. The Staff and Governors of Binfield C.E. Primary School (V.A.) aim to provide each child with a broad and balanced curriculum. By recognising and catering for the individual needs and abilities of all children, we aim to help each child reach their potential in a stimulating and caring environment. Have high expectations for all including those with SEND.
- 1.3. The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- 1.4. The Headteacher, staff and governors will compile and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.
- 1.5. The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- 1.6. Teaching should build upon children's strengths and give them a positive self-image. All children should experience success, a sense of achievement and feel valued.
- 1.7. The importance of good communication and liaison within the school, with the parents and with outside agencies is recognised, so that a close partnership develops between all concerned parties.
- 1.8. The recognition that inclusive teaching styles, classroom organisation and the learning environment play a crucial part in the success of each child's educational development and progress.
- 1.9. The importance of a whole school approach to supporting children with SEND.
- 1.10. To ensure all pupils including those with medical conditions are supported to access the curriculum as fully possible. Inclusion in all school activities is ensured through consultation with health and social care professionals to identify the roles and responsibilities of all staff in providing for children's special educational needs and disabilities.

2. Responsible Persons

- 2.1. The 'responsible person' for SEND is Mrs Featherstone-Wright (Headteacher) and Jane Roylance (SEND Governor)
- 2.2. The person co-ordinating the day to day provision of education for pupils with special educational needs is Mrs Philippa Brazell (Assistant Head Lower School). Mrs Brazell is a member of the senior leadership team. Mrs Brazell ensures that the Binfield policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within school.

3. The Role of the Governing Body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions for any pupil identified as having special educational needs and to ensure that any funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The quality provision committee (QPC) of the governing body reviews this policy annually and will consider any amendments in light of the annual report on SEND. The QPC chair reports the outcome of the the annual report on SEND to the full governing body.

4. Roles and Responsibilities

4.1. The key responsibilities of the Inclusion Manager include:

- Overseeing the day-to-day operation of the school's SEND policy
- Supporting the implementation of a child's individual Provision Map and/or Pastoral Support Plan
- Co-ordinating provision for children with special educational needs
- Liaising with and advising fellow teachers and Learning Support Assistants.
- Overseeing the records of all children with special educational needs
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies, including the LAs support and Educational Psychology Services, health and social services, and voluntary bodies
- Attending SENDCO forums and relevant CPD opportunities
- Responsibility for PP pupils also – monitoring closely those children who are doubly disadvantaged.

5. Inclusion

Every teacher is responsible for the progress and development of **every** pupil in their class.

SEND Code of Practice 2014: paragraph 6.36

All teachers in the school are teachers of children with Special Educational Needs and Disabilities. As such Binfield C.E. Primary School adopts a 'whole school approach' to special educational needs which involves all staff adhering to a model of good practice. All staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to this model of working and this policy, in line with that of the Local Authority.

6. Accessibility of the School Site

The school is a single level site, with ramps to access outside classrooms. It has a disabled toilet which can accommodate a wheelchair. The school also has a portable 'T' loop, available for the school office. There continues to be three considerations to accessibility plan which involve improving the physical access to of the physical environment so all pupils can take advantage of education and associated services, to continue to increase the extent to which all pupils can access and participate in the school's curriculum as well as improving the delivery of information to pupils with disabilities.

7. Access to the Curriculum

7.1. The National Curriculum will be made available for **all** pupils. Where pupils have special educational needs, a graduated response will be adopted and personalised differentiation, above and beyond classroom differentiation, may be required.

7.2. The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and Inclusion Manager will keep regular records of the pupils' special educational needs, the action taken and outcomes.

- 7.3. There will be flexible grouping of pupils so that learning needs can be met in individual, small group or whole class contexts.
- 7.4. The curriculum will be differentiated to meet the needs of individual pupils. Inclusive teaching and flexible groups reflect part of this approach.
- 7.5. Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs. In this way curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have learning difficulties compared to their peers.
- 7.6. The Inclusion Manager will support, advise and offer training (or source training) for all staff working with SEND pupils.

8. Identification, Assessment and Provision

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing as we would expect against national expectations. Under these circumstances, teachers may need to consult the Inclusion Manager to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

Initial identification of a child's difficulties may be highlighted by any/all of the following:

- a) Referral from class teacher. Teacher assessments will be used to help the teacher make an initial judgement.
- b) Lack of progress in certain aspects of the curriculum, e.g. reading, writing and mathematics/ behind national expectations.
- c) Concerns raised by parents/carers.
- d) Concerns raised by outside agencies.

9. Providing a Graduated Response (SEND with Support)

9.1. At Binfield C.E. Primary School (V.A.) we have chosen to define SEND with Support as follows:

When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; struggling with exhibiting positive behaviours; presenting with emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school will place the pupil at 'SEND with Support' and support that is additional to and different from the differentiated curriculum will be provided through an individual Provision Map in a range of ways, which can include:

- Classroom organisation and management
- In-class support by teacher/teaching assistant
- Individual/small group work – for child's specific area of need
- Home/school reading intervention
- Use of specialist equipment
- Alternative teaching strategies
- Behavioural and emotional support
- A Behaviour Support Plan
- Support or advice through external agencies
- Nurture opportunities
- ELSA support

When a concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. The impact of interventions are monitored to make efficient use of resources.

9.2 The resources allocated to pupils who have non-statemented special educational needs will be deployed to implement these Provision Maps at a SEND support level as outlined in the revised Code

of Practice. Parents will be informed and pupils will be involved (where able) in decisions taken at this stage. If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services. The Provision Map will be amended accordingly to reflect the strategies suggested.

Outside agencies may become involved if the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum age related expectations substantially below that expected of children at their chronological age.
- continues to have difficulty in developing basic literacy and mathematical skills
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- despite having received intervention, the child continues to fall behind the nationally expected standard of his/her peers.

9.3 Parents will always be informed when an external agency becomes involved with their child.

Regular liaison is maintained with the following external agencies for pupils with this level of need and for pupils with Statements of Special Educational Needs (as applicable);

- Autism Service
- SEMH Service
- Child Adolescent Mental health Service
- Education Welfare
- Educational Psychology Service
- School Health Service
- Portage
- SEN Support Services
- Social Workers
- The Sensory Consortium for the Hearing and Visually impaired
- The Support for Learning Service (SfL)
- The School Nursing Team
- Speech and Language Team (SALT)
- Occupational therapy (OT)

9.4 If progress is still not achieved despite changes to provision and the involvement of outside agencies, a request may be made to the Local Authority for a statutory assessment of special educational needs under the 1996 Education Act, bearing in mind the Learner Thresholds guidance from the Local Authority for such a request.

9.5 Identification of children with special educational needs will be undertaken by all staff through the SENDCO and the appropriate records and forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher and/or as a result of standardised tests of educational achievement administered annually with the end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the SENDCO and diagnostic testing will be requested by the Support for Learning team to construct a profile of child's strengths and weaknesses.

9.6 The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. The regular monitoring of steps of progress as recorded 3 times a year on the school's tracking system, in addition to the results of standardised and diagnostic tests. A summary of these will be passed onto any receiving school. Provision Map Meetings will be held (termly or sooner if appropriate).

9.7 Behavioural support and ELSA work may mean that these children with Special Educational Needs are working with specialist systems outside of the general behaviour policy system. Behavioural differentiation is a key part to the success of some SEND children.

Additionally, the progress of children with a Statement of Special Educational Needs will be reviewed annually, as required by legislation.

School request for Statutory Assessment (from September 2014):

A request will be made by the school to the Bracknell Forest Local Authority if the child has demonstrated significant cause for concern. The Local Authority will be given information about the child's progress over time (the borough currently request at least two terms of evidence), and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous Individual Provision Maps and the targets set for the pupil
- Any Pastoral Support Programmes relevant to the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- National Curriculum outcome set against age related expectations (ARE) in English and Maths
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents.

The school will comply with the Bracknell Forest Local Offer to support children and parents in their assessment for an Education Health Care Plan (EHCP).

1. A Multi-Professional Assessment (MPA) is compiled. Reports from all professionals involved are submitted to the LA for consideration by the panel. If considered appropriate, the LA will produce an EHC Plan, in which they will detail the provision to be made available for the child (within school or elsewhere) through a drafting process with school professionals and other agencies.
2. The draft EHC Plan will then go back to Panel and the LA will decide whether to issue a full EHCP or a school based Support Plan.
3. Once an EHCP is approved and issued, the school must ensure that:
 - Parents/carers are consulted and personal budget is discussed.
 - The child's records are maintained.
 - Teachers monitor and review the child's progress on a regular basis.
 - The school's usual pastoral and curriculum monitoring processes are used.
 - Individual Provision Maps are in place and are reviewed regularly.
 - The school will hold an annual review with parents/carers and any other agency involved.

Any change to the child's needs should trigger a review meeting at the earliest opportunity.

10. Working with Parents and Pupils

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained.

As mentioned in a graduated response, parents will be fully consulted before the involvement of Bracknell Forest support agencies with their children, and will be invited to attend any formal review meetings at all stages.

The school recognises the value of partnership with parents. Consultation with parents and their support are vital to meeting the requirements of a child with special educational needs. All parents are frequently informed of their child's progress in school. Attainment is discussed twice each year at Parents Evenings and parents are encouraged to discuss their child's progress and any concerns, in the first instance with the class teacher. In the case of a child with SEND, parents are fully informed of all developments through Provision Map meetings and the Inclusion Manager is also available at Parent's Evenings.

Parents are encouraged to help at home and to be involved with their child's Individual Provision Map and targets, so they can support the teacher where possible in meeting their child's individual needs.

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Provision Maps. Steps will be taken to involve pupils in decisions which are taken regarding their education. They are invited to participate and contribute at each stage as appropriate.

The Inclusion Manager works with parents, the child and the class teacher to develop and implement the Provision Maps. These are reviewed and discussed termly with all parties, including the child.

Record Keeping Relating to Special Educational Needs or Disabilities Files:

- The SEND files containing documentation relating to pupils on the SEND register are kept in locked filing cabinets. This information is filed in alphabetical order, the Headteacher, Deputy Head and Inclusion Manager have access to all documentation as necessary
- Copies of all relevant SEND information are kept securely by individual class teachers. LSAs discuss Provision Maps/interventions at line manager meetings. LSAs are then allowed to access to the relevant documentation for the children they are supporting.
- Children with special needs or those involved in intervention strategies can be tracked through the school's tracking system. The Inclusion Manager also holds intervention tracking securely.
- Other files containing information on contacts, procedures and referral forms are also held centrally by the Inclusion Manager.

All members of staff take the confidentiality of documentation relating to pupils of the SEND Register very seriously.

11. Allocation of Resources

The Inclusion Manager is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care Plans (EHCP).

The governing body are informed of how funding is allocated to support special educational needs has been employed through the QPC committee, SEND governor and through the annual Inclusion report to Governors.

12. Monitoring and Evaluation

The Inclusion Manager evaluates the impact of interventions or pupil progress and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The Inclusion Manager and the Headteacher hold regular meetings to review the work of the school in this area. Feedback is given to the governors through the QPC committee, the SENDCO writes regular updates reports to the Headteacher which are shared with the governors via the QPC committee. The Inclusion Manager also presents to the Full Governing Body as well as the individual committees.

13. Access and Equality:

The school's Disability and Accessibility plan is available on the website and should be read in conjunction with this policy in relation to reasonable adjustments for physical disabilities.

14. Links:

This policy should be read in conjunction with all relevant policies e.g. Assessment, Teaching and Learning, Behaviour, Anti-Bullying, Accessibility Policy, our Pupil Premium Strategy and the Local Authority's Local Offer. These policies are available on the school website and/or upon request.

15. Additional Information:

Binfield C.E. Primary School (V.A) has this policy alongside the school's SEND Information Report available on its website in line with statutory requirements from the Department for Education. Also available on the school web pages is the Local Offer for Bracknell Forest which links to the school's contribution to SEND provision within the local area. The Local Offer provides parents and carers with additional information and resources available in their area to support them and their child(ren) with special educational needs.

Our school's Pupil Premium Strategy is also available on our school web pages in relation to how the school plans to support these learners to begin to diminish any difference between their progress and attainment when compared with a like peer.