



## Special Educational Needs & Disabilities Policy

### Philosophy

Priory Primary School is committed to the aspirations within the SEND Code of Practice 2014 which states that:

All children are entitled to an education that enables them to make progress so that they;

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

It is our responsibility to offer a broad, balanced and relevant curriculum which will meet the needs of all children within our school. Differentiation must be used so that all children, including those identified with special educational needs, have equal value in teacher planning. The school has high expectations of all pupils, including those with Special Educational Needs and Disabilities, and believes that with the correct support they can become self-confident and independent learners. Pupils with SEND should be encouraged and enabled to take a full and active part in all aspects of school life and should be valued for their contribution to the school community.

### Legislation and Guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) 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 (SENCOs) and the SEN information report.

[Guidance for full opening: schools September 2020](#)

### Definition of Special Educational Needs & Disability

A child or young person has SEND if they have a learning difficulty or disability which calls for *special educational provision* to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

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- has a significantly greater difficulty in learning than the majority of others of the same age;
- or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for children of the same age in mainstream schools.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition stated above when they reach compulsory school age or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014).

The four areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or Physical needs

Difficulties related solely to limitations in English as an additional language are not SEND. (SEND Code of Practice 2014)

Children who have a disability as defined in the Equality Act 2010 and require special educational provision will also be covered by the SEND definition. N.B. For a definition of Disability please see the school's Accessibility Action Plan.

### **Definition of Special Educational Provision**

For children aged two or more, 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, maintained nursery schools or by relevant early years providers. (SEND Code of Practice 2014)

### **Objectives**

- To identify children in our school who have special needs and will require support (educational, emotional, behavioural, medical etc)
- To assess these needs and provide a suitable work programme that will match the child's abilities and provide access to the National Curriculum or Early Years Curriculum at the relevant level.
- To monitor, evaluate and record children's progress at regular intervals.
- To establish close contact with parents, through both formal and informal meetings, to ensure they are fully informed in consultation processes and to encourage their involvement and support.
- To establish close liaison with outside agencies and professionals such as: Speech & Language Therapy Team, Education Welfare Officer, School Nurse and Educational Psychologist in order to seek further advice and support for the child.
- To implement and review administrative procedures where appropriate, i.e. Education

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### Health Care Plans.

- To liaise with feeder and receiver schools to ensure continuity, progression of support and smooth transition.
- To encourage children with Special Educational Needs to become as independent as possible and to build their self-esteem.
- To ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- To look for strengths, which can be developed, in SEND children.

### Identifying children with SEND

The progress of all children is carefully monitored by the class teacher. The SENDCO may also observe or assess individual children. In addition, the Headteacher and SENDCO meet every half term to discuss pupil progress and wellbeing. We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child
- there is a change in the pupil's behaviour or progress
- the child's rate of progress slows down
- the gap between the achievement of a child and their peers does not close
- the gap between the achievement of a child and their peers widens

If parents/carers have a concern about their child's development, the class teacher is the initial point of contact. In addition Miss Wilde, who is the SENDCO, can also be contacted via the school office.

*It is expected that children will make 3 sublevels progress in Literacy and Numeracy per year.*

### Initial Response

- If the school has a concern about a child's progress in any area of learning, the class teacher will invite the parents in to school to discuss it.
- Parents/carers will be encouraged to give their opinions about their child's strengths and difficulties.
- The class teacher, pupil and parents will then decide on some targets which will help the child to make progress. They will also decide what they will each do to help the pupil achieve them.
- A record of what has been discussed and the targets agreed will be made and a copy will be given to the parents.
- A date will be set for reviewing progress towards the targets, usually after a maximum of one term.

If a child responds well to the intervention given at this stage, it may not be necessary for him/her to have an Individual Education Plan and be entered on to the SEND Support Register.

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If the school does decide that a child has Special Educational Needs, the parents will be informed as soon as possible.

### **The Graduated Approach**

A graduated approach to support will then be taken. This involves a four part cycle:

**Assess:** The SENDCO carries out an assessment of the child's needs, taking into account the class teacher's assessments and the parents' concerns.

**Plan:** A written Individual Education Plan is created based on the needs of the learner and targeting specific areas. A specific date is set for when the targets will be reviewed.

**Do:** The plan is carried out. Intervention work carried out by Teaching Assistants remains under the direction and supervision of the class teacher.

**Review:** Progress made towards achieving the targets is discussed at a meeting with the pupil and parents each term. Changes in the support provided will be discussed and then recorded in a new plan.

**Involving other agencies** At times it may be necessary for the school to involve an external specialist in order to achieve the best outcomes for a child. The school will always discuss this with parents first before referring a pupil to them. Parents will be involved in discussing their child's strengths and difficulties with the professionals involved. The advice of the specialist will be included in the child's IEP/EHC Plan if he/she has one.

The agencies used by the school include:

- Sensory and Communication Support Team
- Educational Psychologist
- Early Years Support Team
- CAMHS (Child & Adolescent Mental Health Service)
- CHUMS (Child Bereavement, Trauma & Emotional Wellbeing Service)
- Educational Welfare Officers
- Social Care
- Speech and Language Therapy Team
- Occupational Therapy
- School Nurse

### **Education Health Care Plans**

For a very small number of children, it may be necessary for the school to make a request to Bedford Borough Council for an Education, Health and Care needs assessment.

*The purpose of an EHC plan is to make special educational provision to meet the*



*special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. (SEND Code of Practice, 2014)*

The SENDCO will always discuss this with parents first and only proceed with their permission. The SENDCO is also responsible for holding annual reviews of EHC Plans. At any point parents can contact the SENDIASS for support and advice about their child.

**SENDIASS** provides confidential support concerning educational issues for residents of Bedford Borough. They are impartial from school, local authority, health, social care and other organisations to provide advice and support

[sendiass@bedford.gov.uk](mailto:sendiass@bedford.gov.uk) Tel: 01234 276 267

**Bedford Borough Parent Carer Forum** are a group of parents and carers of SEN & disabled children who work in partnership with local authorities, education, health, social care and other The providers to ensure the services they commission, plan and deliver meet the needs of SEN & disabled children and their families. **Any parent or carer** of a child or young person aged 0-25 **can be a member.**

bbpcf.org.uk [admin@bbpcf.or.uk](mailto:admin@bbpcf.or.uk) Tel: 07943 524553

### **The Role of the Class Teacher**

- To plan and teach high quality lessons that are differentiated in order to provide pupils with SEND opportunities to achieve at their own level.
- To assess and monitor any children who are not making the expected level of progress for their age.
- To make the SENDCO aware of any child who they are monitoring for possible SEND in their class.
- To write IEPs for children on the SEND Register, with support from the SENDCO if necessary.
- To make sure that children are aware of their targets and how to work towards achieving them.
- To meet with parents to discuss the additional support being provided to their children and to provide them with copies of IEPs.
- To manage the provision of support for children with SEND in their class.
- To liaise with teaching assistants to ensure that they know how to carry out the IEP and small group work effectively.
- To ensure that children with SEND have opportunities to take part in group work with children who do not have SEND.
- To ensure that all children in the class have a positive attitude towards children with SEND and that they are treated as valued members of the class.



*The Special Educational Needs & Disabilities Coordinator is Miss N Wilde.*

### **The Role of the SENDCO**

- To work collaboratively with the Head teacher and the Governors to determine the strategic development of the SEND policy in order to raise the achievement of children with SEND.
- To maintain an up to date SEND register for the school.
- To revise the SEND information report on the school website each year.
- To revise the school's contribution to Bedford Borough Council's Local Offer each year.
- To assess individual children with SEND when necessary in order to obtain a more accurate picture of their strengths and weaknesses.
- To keep records of progress, IEPs, letters and reports relating to children with SEND in a secure area. Children with EHCPs will have their own folder which will also be kept in a secure area.
- To co-ordinate provision for pupils with Special Educational Needs throughout the school.
- To liaise with and advise teachers on matters relating to SEND and to offer support with writing IEPs.
- To manage and provide training opportunities for teaching assistants, including opportunities to gain NVQs.
- To provide training for the teaching staff on relevant aspects of SEND.
- To keep parents of children with SEND informed and involve them in their child's educational development.
- To liaise with external agencies in order to obtain information and fully support children with SEND.
- To liaise with all schools about any pupils with SEND who will be transferring and ensure that they have accurate information about the pupil and the level of support that they will require.

*Rev Roger Stokes is the Link Governor for Special Educational Needs & Disabilities*

### **The Role of the Governing Body**

- To ensure that necessary provision is made for any pupil who has SEND.
- To ensure that the Headteacher makes those needs known to all who are likely to teach them.
- To ensure that teachers in the school are aware of the importance of identifying and providing for pupils with SEND.
- To consult the LA and governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated SEND provision in the area as a whole.
- To ensure that a pupil with SEND joins in the activities of the school, together with their peers (as is reasonably practical).
- To have regard to the SEND Code of Practice when carrying out its duties



towards pupils with SEND.

- To ensure that parents are notified of a decision made by the school that SEND provision is being made for their child.

## **The Role of Parent/s and Carers**

Parents play a vital role in the education of their children and are welcomed into the school where their advice and support is welcomed.

The school aims to work in partnership with parents and carers of pupils with SEND by:

- Operating an open door policy and actively encouraging parents to talk to the class teacher or other members of staff before school, after school or at another mutually convenient time.
- Acknowledging the insight that parents have into the needs and strengths of their children.
- Recognising the personal and emotional investment of parents and being aware of their feelings.
- Respecting the validity of differing viewpoints and seeking constructive ways of reconciling them.
- Keeping them informed and updating them regularly about their child's progress.
- Involving them in reviewing targets and agreeing on new ones for the next steps in learning.
- Ensuring that parents understand procedures and giving them the necessary support to prepare their contributions i.e: provide an interpreter.
- Discussing how school and home can work together to achieve the best possible outcome for the child.

## **Involving pupils with SEND in their education**

- We respect the ability of all children to become independent learners.
- Whenever possible, pupils are involved in creating their learning targets.
- Children are encouraged to express their views in the way that is most comfortable for them. This may be verbally, by writing them down or by choosing from a selection of pictures.
- If a child has a specific plan, these views are included on the plan.

## **Allocation of Resources**

5% of the total school budget is allocated to SEND provision. This includes the salaries of teaching assistants and the purchasing of any new resources specifically for SEND. This budget does not include the allocation of funding from the LA for pupils with EHC Plans. Pupils with statements will receive the number of hours support that is specified in their EHC Plan. Provision for pupils in receipt of SEND Support is at the discretion of the SENDCO and

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class teacher but will be sufficient to work towards the targets on their IEPs.

### **Evaluation of the effectiveness of the policy**

- Teachers meet with the SENDCO every half term to discuss the progress of pupils with SEND.
- The Headteacher meets with the SENDCO every half term to monitor and discuss the progress of pupils with SEND.
- The SENDCO reports to the Board of Governors on developments in SEND provision at least once a year.
- This policy will be revised annually by the SENDCO, with support from the Head Teacher and teaching staff, and then submitted to the governing body for approval.

### **Admission of children with SEND**

The school adheres to the Equality Act (2010) and therefore will not refuse a child with SEND or a disability a place at the school unless there are no reasonable adjustments that could be made to meet their needs. For more details please refer to the Admissions Policy which is available on the school website.

### **Accessibility**

Priory Primary School recognises the need to make the building accessible to all pupils including those with physical special needs. In line with the Special Educational Needs Disability Act (2001), the school caters for each need wherever possible. For more details please refer to the Accessibility Action Plan which is available on the school website.

### **The local authority local offer**

Our contribution to the local offer is:

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/service.page?id=qdW54nKdmZQ&localofferchannel=0>

Our local authority's local offer is published here: <https://localoffer.bedford.gov.uk>



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## **SEND Information Report**

This gives information for parents and carers and is available on our website:

<http://www.prioryprimary.co.uk/policies-prospectus>

## **Complaints**

The concerns of parents and carers are taken very seriously by the school staff and Governors. If you have concern or complaint, please contact the school office to arrange a meeting with Miss Wilde (SENDCO) in the first instance. If you are still not satisfied, please consult the school's Complaints Procedure which is on the school website. Parents can also contact SENDIASS.

Natasha Wilde

September 2020



## Appendix A

The school recognises that 'Social, emotional and mental health' is now one of the four areas of special educational needs. The procedures outlined in the policy above for children with special educational needs or a disability also apply to children who are experiencing psychological stress or mental health issues.

In addition, the staff are committed to promoting wellbeing throughout the school. They recognise the role that the school plays in promoting the resilience of all our pupils. We work to ensure that our school is a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

Pupils are taught at a whole class level through our PSHE curriculum what mental health is and ways that they can look after their wellbeing. The school also offers a range of interventions to promote the wellbeing of individuals or groups.

### Difficult events that may have an effect on pupils

- **Loss of separation** –death, parental separation, divorce, hospitalisation, loss of friendships, family conflict which results in child having to live elsewhere, being taken into care or adopted.
- **Life changes** – birth of a sibling, moving house, changing schools.
- **Traumatic events** – abuse, domestic violence, bullying, accidents, injuries or natural disaster.

*Class teachers are well placed to spot changes in behaviour that might indicate a problem. Priory aims to support children experiencing any of these events and intervene well before mental health problems develop.*

### When does mental health become a special educational need?

Children with mental health problems may need to be put on the SEND register if it is significantly affecting their ability to learn and special provision has to be made for them. Special provision may need to be made for:

- Problems of mood (anxiety or depression)
- Problems of conduct (oppositional problems and more severe conduct)



problems including aggression)

- Self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained

## **Appendix B**

### Contingency measures to due to COVID19

When the school is open:

The aim is for the provision for pupils with SEND to continue as stated in the policy. This is reliant on staffing levels which may be affected by the virus and the need for staff to follow procedure and not come into school if they have symptoms.

*Some children and young people with SEND (whether with EHC plans or SEN support) will need specific help and preparation for the changes to routine that these measures will involve, so staff should plan to meet these needs, for example using social stories. (DfE, 17<sup>th</sup> Sept, 2020)*

Pupils with an EHCP or high level needs already have risk assessments which were updated consider what might need to be put in place to help their transition back into school. Strategies such as social stories, calm down spaces or phased returns.

IEPs will continue to be reviewed and shared with parents. This might be done by phone or whilst sitting outside, to reduce the need for parents to come into the school building. Parents will be asked to state their preference. If parents do choose to enter the school building, they will be made aware of our procedures for visitors and offered PPE for their protection. EHCP reviews will continue to take place either virtually or in school, depending on parental preference.

*Many children and young people will have found lockdown exceptionally difficult socially and emotionally. Settings should consider any challenging behaviours or social or emotional challenges arising as a response to the lockdown (following discussion with the parents or young person) and offer additional support and phased returns where needed. (DfE, 17<sup>th</sup> Sept, 2020)*

In addition, pupils with SEND will be carefully observed for signs of emotional distress or low levels of wellbeing. Staff will be made aware that pupils who exhibit behaviour difficulties may be displaying a response to experiences during lockdown or finding the transition back to school challenging. Pupils may also be given appropriate intervention sessions with either the Inclusion teacher, Recovery teacher, Attendance & Admissions Officer or our Independent Social Workers. A wellbeing target will be added into their IEP if appropriate.

*Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. (DfE, 17<sup>th</sup> Sept, 2020)*



The school will continue to allow external professionals will continue to come to observe, assess and carry out therapy with specific pupils unless the relevant guidance changes. They will be asked to abide by our visitor guidelines.

Pupils with SEND will be assessed during the first half term and the next steps to recover lost learning will be decided. The school appreciates the effort put in by many parents to support their children's learning at home and understands that staff respect that this can be challenging. It must be remembered that some children, who have learning difficulties, may not be able to increase their rate of progress, even with additional intervention. However, with regular targeted support, they will be able to recover what has been forgotten over their time at home. It is also important to consider their emotional wellbeing as the first priority. They need to feel safe and secure before they can learn again.

If a child with SEND is within a bubble which has to stay at home for 2 weeks, learning activities which are suitable for their ability will be provided, either electronically or as work packs. Class teachers will endeavour to stay in contact with parents during this time through the Seesaw App and Google Classroom.

If the school closes again:

Our aim is that most learning activities will be provided electronically. Additional activities may be given which will help pupils make progress with their IEP and EHCP targets. EHCP reviews will continue to take place, with parents and external professionals being involved either virtually or by phone. However, the school will encourage parents to stay in contact with the class teacher via the Seesaw App. The SENDCO or a teaching assistant will phone parents of pupils with SEND regularly to offer advice and support for the duration of the school closure.