Special Education Needs and Disability Policy @ Bell Lane Primary School & Children’s Centre

Bell Lane Primary School and Children’s Centre
Responsible: SEND Coordinator and Governing Body
Last reviewed: Autumn 2018
Review date: Autumn 2019
Introduction

Bell Lane Primary School is a supportive, inclusive school and we are committed to promoting equal opportunity. Children are encouraged to treat each other as they would wish to be treated themselves. The school has at its core the pursuit of the highest standards possible in education. We believe in high aspirations, high motivation and high achievement for all. We are committed to the service of young people and to helping them play their full part in society.

Participate • Persistence • Politeness • Excellence

All of our policies are developed with a high priority on children’s safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies.
The SEND policy should be read with particular reference to the following policies: Complaints Policy; Medical and First Aid Policy; Health and Safety Policy; Race Equality Policy; Behaviour Policy; Accessibility Plan

This policy is provided in accordance with The Children and Families Act 2014 - Special educational needs and disability code of practice: 0 – 25 years (Ref: DFE- 00205-2013) and relates to children and young people with special educational needs (SEN) and children and young people with disabilities.

Definition of Special Educational Needs and Disabilities (SEND)

‘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 or a young person has a learning difficulty or disability if he or she:

• 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 others of the same age in mainstream schools.

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.’

Special Educational Needs Code of Practice (DFE 2014)
Purpose

The purpose of this policy is:

- To ensure the effective identification and provision of support for children with SEND
- To ensure that there is support for staff to meet the needs of all children with SEND
- To ensure that appropriate resources are available for pupils with SEND
- To ensure that there is a partnership with children and their families at every stage of the SEND process
- To identify the roles and responsibilities of staff in providing for children’s special educational needs
- To create an environment that meets the special educational needs of each child
- To make clear the expectations of all partners in the process

Roles and Responsibilities

The Governing Body

The governing body seeks to ensure that the needs of all pupils are met and that the provision made for students with SEND is adequate and secure.

Teachers

Teachers are responsible for identifying and making provision for those with special needs in their own class in accordance with The SEN Code of Practice 0-25, 2014.

The Inclusion Manager (Incorporating SENCO role)

The Inclusion Manager (SEND coordinator) co-ordinates SEND within the school who in turn keeps the Governing Body fully aware of SEND issues. The Special Educational Needs and Disabilities Co-ordinator (SENDCo):

- manages the day-to-day operation of the policy; co-ordinates the provision for and manages the responses to children’s special needs;
- has responsibility for co-ordinating and resourcing the school Provision Map;
- supports and advises teachers and support staff;
• maintains the school’s SEND profile;
• contributes to and manages the records of all children with special educational needs;
• manages the school-based assessment and completes the documentation required by outside agencies and the LA;
• acts as the link with external agencies and other support agencies;
• acts as the link with parents;
• maintains resources and a range of teaching materials to enable appropriate provision to be made;
• monitors and evaluates the special educational needs provision and reports to the governing body;
• manages a range of resources, human and material, linked to children with special educational needs.

Children’s Centre SENDCo

The Children’s Centre SENDCo co-ordinates SEND within the children’s centre. The Children’s Centre SENDCo also works with the Early Years Foundation Stage team and the school SENDCo to support children and their families where the child is under five. The Children’s Centre Special Educational Needs Co-ordinator (SENCO):

• supports and advises children’s centre staff;
• maintains the children’s centre’s SEND register
• acts as the link with external agencies and other support agencies;
• acts as the link with parents;
• co-ordinates referrals to the Child Development Service

Admission arrangements

Children with special educational needs will be admitted to the school in line with the Local Education Authority agreed admissions policy.

Special facilities/units

There are no specialist facilities/units on the Bell Lane School site e.g. Hearing Impairment Unit, ASC provision. Bell Lane Primary School provides educational provision for children with SEND that is normally available in Barnet Schools. The School is committed to the integration of children with a wide range of needs, and their involvement in every aspect of the school is line with our Equal Opportunities Policy. Please refer to ‘Educational provision for children with SENs that is normally available in Barnet maintained schools and academies’ which can be found on Bell Lane School website for further information about the provision available at our school.
Identification and Assessment for Children with SEND

At Bell Lane School we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.
Teachers respond to children’s needs by:

- providing support for children who need help with communication and language;
- planning to develop children’s understanding through the use of all available senses and experiences;
- planning for children’s full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Support staff assist teachers in responding to children’s needs by:

- sharing in the assessment of needs and planning of objectives;
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher;
- using suitably modified resources or activities to help meet specific objectives.

Children’s learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention and greater support.

Bell Lane Primary School is committed to early identification of Special Educational Needs (SEN). The School adopts a graduated response to meeting SEN and Disability (SEND) in line with the **SEN Code of Practice 0-25, 2014**. All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of need. A range of evidence is collected through assessment and monitoring arrangements, as well as in inclusion and pupil progress meetings between the Headteacher, SENDCo, Learning Mentors, Welfare Assistant, the class teachers and teaching assistants. If these suggest that any pupil is not making the expected progress, or their needs have changed, the class teacher will invite the parents/carers to school to discuss these additional needs with the SENDCo. Following this, the class teacher and parents/carers work with the SENDCo in order to decide if, or how, additional provision is implemented. The school use guidelines provided in the SEND Code of Practice to determine if a child’s attainment and/or progress indicate that they should be placed on the SEND profile. Bell Lane Primary School places the child’s individual needs at the forefront of any additional provision.
The SEN Code of Practice 0-25, 2014 outlines four main areas of need.

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<tr>
<th>Area of Need</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Communication and interaction</td>
<td>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.</td>
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<tr>
<td>Cognition and learning</td>
<td>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</td>
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<tr>
<td>Social, emotional and mental health difficulties</td>
<td>Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</td>
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<tr>
<td>Sensory and/or physical needs</td>
<td>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) a multi-sensory impairment (MSI) or a physical disability (PD) will require specialist support and/or equipment to access their learning.</td>
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**English as an Additional Language**

The identification of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child’s performance in different subjects to establish whether the problems are due to English language acquisition or arises from special educational needs. A dual language assessment may be requested.

**Provision for Children with SEND**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school’s head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants who have important day–to–day responsibilities. All teachers are teachers of children with special educational needs.
The SEND Process

The process:

- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers;
- Follows a cyclical, graduated approach.

The school uses the following graduated approach to respond to children’s special educational needs which is explained in our Bell Lane SEND handbook.

Partnership with Parents and Children

At all stages of the special needs process, the school keeps parents fully informed and involves both parents and children. We take account of the wishes, feelings and knowledge of children and parents at all stages. We encourage parents to make an active contribution to their child’s education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. We have regular meetings to share progress with children and their parents/carers. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

A link to the document entitled ‘Educational provision for children with SENs that is normally available in Barnet maintained schools and academies’ can be found on the school website. This document explains in detail the provision available at Bell Lane School for children with SEND. The school website also contains details of our Special Educational Needs Information Report which provides an overview of SEND for the current academic
year. A named governor takes a special interest in special needs and is willing to talk to parents.

**Complaints**

Complaints about SEND provision will normally be directed in the first instance to the class teacher, who should refer them to the SENDCo.

**SEND Training and Resources**

Bell Lane Primary School aims to meet the needs of all pupils and ensure the provision is appropriate. This means that we adapt our support and training schedule to meet the needs of the individual children in the school at any given time. If additional training is required, the SENDCo will contact the appropriate body to deliver the training.

**Transition**

Throughout their academic career children will make several transitions. These may include moving to a new school, to/from a specialist provision school, to a new Key Stage or to a new class. These changes are imminent. The school employs a variety of strategies to effectively manage these transitions in order for pupils to feel sufficiently prepared for such changes. Strategies include:

- Individual Support Plans (ISP) with Pupil Profiles for children with Educational Health Care Plans (EHCP)
- Transition meetings to include parents/carers, class teachers, teaching assistants, SENDCO and all other professionals involved in the transition process
- Class handover meetings
- Transition books to give children a clear image of the upcoming changes
- Visits to new settings with familiar staff
- Visits to secondary placement schools accompanied by familiar adults
- Transition meetings with the school SENDCo, new setting SENDCos and families