

BANDON HILL PRIMARY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Meadow Field - Wood Field - Oak Field

Updated	Autumn 2018
Approved by governors	Autumn 2018
Date to be reviewed	Autumn 2020

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years 2014 and has been written with reference to:

- Equality Act 2010
- SEND Code of Practice 0 to 25 years statutory guidance
- School SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- NASEN guidance
- Safeguarding Policy
- Accessibility Plan

Role of the Special Educational Needs Co-ordinator (SENCo)

The SEN co-ordinator, with support of the Headteacher and governing body takes responsibility for:

- The day-to day operation of the school's SEND policy
- Overseeing the production and monitoring of the SEND register
- Liaising with and advising staff
- Managing Learning Support Assistants provision
- Co-ordinating the provision for children with SEND
- Specific small group or individual teaching as appropriate
- Overseeing the writing, distribution and review of the Pupil Outcomes and SEND Support Arrangement Plans
- Overseeing the records for all pupils with SEND
- Tracking children with SEND within the school setting
- Liaising with parents of children with SEND (along with Class Teacher/LSAs/TAs)
- Contributing to in-service training of staff
- Liaising with external agencies as appropriate including Educational Psychologists, Speech and Language Therapy, Occupational Therapy, School Nurse, Behaviour Support Service and CAMHS.
- Organising and attending review meetings for children who have an Education and Health Care Plan
- Writing an annual School Improvement Action Plan to set targets for improvement and identify strategies
- Liaising with the Assistant Heads of Inclusion.

Role of the Assistant Head for Inclusion

The role of the Assistant Head for Inclusion is to develop the strategic direction and development of the SEND, EAL, Safeguarding and Gifted and Talented provision, including contributing to the establishing of policies and procedures to support this and monitoring the success of this. The Assistant Head for Inclusion will also manage the inclusion team.

Wood Field

The Assistant Head of Inclusion at Wood Field is Miss Laura McCarthy. She is a qualified SENCo and holds the National Award for Special Educational Needs Coordinator. Mrs. Katie Fowkes-Smith has recently completed her NASENCO at Roehampton University and is the Assistant SENCo. They can be contacted through the school office:

Email: woodfield@bandonhill.sutton.sch.uk

Tel: 020 8619 1120

Meadow Field

The SENCo at Meadow Field is Mrs Kathryn Coyne. The Assistant Head of Inclusion at Meadow Field is Mrs Lindy Sills. They can both be contacted through the school office:

Email: meadowfield@bandonhill.sutton.sch.uk

Tel: 020 8647 5377

Oak Field

Miss Claire Worthy is the Assistant Head Teacher- Head of Base at Oak Field. She is responsible for overseeing the provision at the school. Mrs Lara Harwood is the Key stage 1 Leader and Miss Tara Bailey is the Key stage 2 Leader. Both Key stage leaders are responsible for monitoring the provision of their specific key stage. These staff members can be contacted through the school office:

Email: oakfield@bandonhill.sutton.sch.uk

Tel: 020 8619 1120

Roles and Responsibilities of Staff

The Governing Body

The Governors with the Headteacher and SENCo are responsible for determining the general policy, the approach to provision so the needs of the children with special educational needs are met. The Governor with responsibility is Mrs Yetunde Komolafe. The SEND Governor will liaise with the Assistant Heads for Inclusion throughout the year to discuss the SEND provision.

The Headteacher

The Headteacher is responsible for the management of special needs throughout the school.

Teaching Staff

All our staff share the responsibility of meeting an individual's special needs and are aware of the school's procedures for identifying, assessing and making provision for these pupils. All teachers are responsible for wave 1 provision (quality first teaching) for pupils with SEND. The correct provision is achieved by liaising with the SENCo to agree targets as well as informing and liaising with parents. Teachers are responsible for the progress and development of all pupils including those with SEND, identifying and planning the provision that is being made for those children with SEND and how they are using staff in and out of class to support the learning needs. Teachers are also responsible for supporting the SENCo in writing and reviewing the Pupil Outcome and SEND Support Plans, where SMART outcomes will be agreed. Providing for special educational needs and disability is the responsibility of all teachers. Teachers are responsible for ensuring that support staff and parents are informed about individual pupil's needs and how they might be affecting progress. When making decisions on programmes of work for SEND children, they should reflect that children learn best when:

- They are actively involved in their own learning and progress
- They experience success and have a positive image of themselves
- They are encouraged to question, discuss and explain

- They understand the nature of their tasks and can achieve independence
- They feel happy

School Managers/Phase Leaders

The Lower, Middle and Upper school managers (Wood Field) and Phase Leaders (Mead Field) oversee the interventions for their year groups. Within year group meetings children who require interventions are identified to ensure the correct provision is implemented. Interventions are closely monitored to ensure the expected progress is made.

Learning Support Assistants/Teaching Assistants

The Learning Support Assistants (LSAs) and Teaching Assistants (TAs) work alongside the staff supporting children's individual needs. Children with Education and Health Care Plans (EHCP) are supported by the LSAs according to the levels indicated on their Plans.

School Aims

Bandon Hill Primary School aims to meet the needs of all pupils in a secure, caring environment, where each pupil feels valued as an individual and respected as a member of the school community. Each member of staff has the responsibility to build confidence and self-esteem by planning and differentiating the curriculum in ways that will allow every pupil to experience success and achieve their potential. The school is aware of the need to identify special educational needs as early as possible and to make available appropriate provision to meet those needs without delay. The responsibility for initial recognition of needs rests with the class teacher whose job is to provide appropriate support for the pupil. In addition, the class teacher will liaise with the SENCo to identify the needs of an individual and together agree a plan of intervention to ensure that barriers to learning are removed. The school believes that parents have a right to know if their child is experiencing difficulties and to be informed about the provision that is taking place within school to facilitate their learning.

Identification of Special Educational Needs

Children with SEND may be identified through the Class Teacher's observations, records and assessments, parental information or through pre-school provision.

The school recognises that all children have individual needs, strengths and difficulties. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching or learning assistants. High quality teaching and differentiation for individual pupils is the first step in responding to pupils who have or may have SEND. School leaders monitor the quality of teaching through appraisal and drop-in observations. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and also to develop their own knowledge of SEND.

Initial concerns voiced by the Class Teacher are recorded which involves describing the nature of the concern. Once the initial concern form has been submitted to the SENCo, they will then carry out an observation to identify next steps. The Class Teacher and SENCo together will decide on a course of action and a review date will be set. All teachers are responsible for monitoring the progress of children using the provision map guidance and referring to the graduated approach of ASSESS-PLAN-DO-REVIEW to support pupils with SEND. A cycle of provision will take place and if sufficient progress has not been made, a Pupil Centred meeting will be arranged with parents, class teachers and SENCo to collectively discuss future steps.

Assess: The class teacher, with some support from the SENCo, should carry out a clear analysis of the pupils' area of need. This will include drawing on the teacher's assessments and experience of the pupil,

their progress and attainment. The teacher will implement classroom strategies and resources to support the area of need.

Plan: The teacher and the SENCo will agree the adjustments, intervention and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear review. The SENCo may decide to seek advice from external agencies in agreement with the parent.

Do: The class teacher is responsible for overseeing the implementation of what has been agreed in the planning stage. They will work closely with any specialist to plan and assess the impact of support and interventions.

Review: The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact of the quality of support and interventions will be evaluated. If adequate progress has not been made, revisions will be made to the plan and this 'plan-do-review' cycle will continue.

Where a child is seen to have made sufficient and sustained progress and it is felt that they are able to maintain this high quality teaching, they will be removed from the SEND register.

Strategies to establish the nature of a child's difficulties and their impact on learning include:

- Listening to parents/carers
- Pupil interviews
- Analysis of children's work
- Standardised and diagnostic tests
- Teacher/ SENCo observations
- Information to parents about how to help at home and how to access help from outside agencies

Definition of Special Educational Needs

A pupil has SEN where their learning difficulty or disability calls for special provision, that is provision different from or additional to that is normally available to pupils of the same age. **Special Educational Needs and Disability (SEND) Code of Practice (2014)**

Areas of Need

There are four broad areas of need in the SEND Code of Practice. These categories provide an overview of the range of needs that can be planned for. We consider the needs of the whole child, but refer to these categories to explain the needs of a child and to consider the priorities for our provision. Some children and young people may have SEN that covers more than one of these areas.

These are:

Cognition and Learning: Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD), and Specific learning difficulties (SpLD); which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Examples of this area of need is where children learn at a slower pace than others at their age, have difficulty understanding parts of the curriculum, have difficulty with organisation and memory skills.

Communication and Interaction: This describes pupils who have speech, language and communication needs, often displaying difficulties communicating with others, receptive and expressive difficulties. Pupils with Autistic Spectrum Disorders (ASD) such as Autism, are likely to have difficulty with social interaction, communication and imagination.

Social, Emotional and Mental Health difficulties: There are a wide range of social and emotional difficulties which may lead to children becoming withdrawn or isolated, as well as displaying disruptive or disturbing behaviour. These behaviours may reflect underlying health difficulties such as anxiety/depression, self-harming, eating disorders or physical symptoms that are

medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity (ADHD) or attachment disorder.

Sensory and/or physical needs: Some pupils require special educational provision because they have a disability which prevents them or hinders them from making use of the educational facilities generally provided. Children who require specialist support and/or equipment to access their learning will also include those with a vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI).

The following are not categorised as Special Education Needs but may impact on progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Children who receive 'Pupil Premium'
- Being a 'Looked After Child'
- Being a child of a service man or woman

Process of identification

Once a child is identified as having a special educational need the school has adopted the following procedures in keeping with the Code of Practice:

- Ongoing discussion with, and involvement of, parents/carers.
- Special Educational Needs and Disability Register- this is a computerised register on the SIMSnet system. Children are placed upon the register with brief details of the nature of their special needs or disability; this is regularly updated. A child is only placed on the register with parental consent. The SEND register is a record of all the pupils within the school who are currently receiving SEND support or have an EHCP. The SEND Register is distributed to staff on a need to know basis. This document is password protected and the Assistant Head for Inclusion has management of the document.
- All children will benefit from our 'Wave 1 and Wave 2' support (see appendix 1)
- Children who receive 'SEN support' will have specific outcomes, and additional support and/or interventions.
- Children who receive additional help with 'SEN Support' and are not making sufficient progress may be identified as needing an 'Education and Health Care Plan' (EHCP).
- Assessment leading to an Education Health Care Plan (EHCP). The school or parents may initiate an assessment if it is felt that a child is not making sufficient progress with SEN support. Information is gathered and outside agencies will submit a recent report. A panel of professionals outside the school will look at the evidence and decide if the child's needs warrant an EHCP. An EHCP provides a written entitlement to need and will provide statutory guidance as to how needs can be met within a provision.
- Children who have an EHCP will have access to our 'Wave 3' support (see appendix 1) and there will be regular involvement of other professionals with the school and family to ensure individualised provision is enabling good progress.
- Annual reviews for pupils with EHCPs follow the procedures set out in the Code of Practice. The annual review process is person centred and will require the attendance of the parents, the individual, class teacher and learning support assistant and will be facilitated by the SENCo.

For more detailed information on the SEND provision, please see the following:

- An Introduction to waves of provision

- SEND Information Report
- Education, Health and Care Plan (EHCP) process (<https://www.gov.uk/children-with-special-educational-needs/overview>)

Request for Statutory Assessment

If a pupil appears to need support in addition to that provided by the school; the SENCo/ Assistant Head Inclusion, in consultation with parents, will request statutory assessment and submit evidence to the Local Education Authority's Special Needs Assessment Panel. This decision will only be taken following consultation with parents. A range of professionals will be called upon to contribute their opinion of the child's needs and to make recommendations on how these needs could be met. Following statutory assessment the LEA may decide to issue an Education and Health Care Plan (EHCP).

Education Health and Care Plans

An EHC plan describes a child's SEN and the help they will get to meet them. An EHC plan also includes any health and care provision that is needed. It is a legal document written by the local authority and is used for children and young people with high support needs.

The school remains responsible for meeting most of the needs from its own resources. Through the EHCP extra resources may be allocated to help provide support which the LEA considers beyond that which would normally be provided within a class. A plan detailing the pupil's needs and what the school plans to do to meet those needs is written at this stage. Any additional resource may be used in a number of ways depending on the pupil's needs. It may, for example, be used to provide additional teaching or classroom support or to purchase specialist equipment. However the resource is used, its effectiveness must be monitored and evaluated in order to gauge whether the pupil's needs are being met. Regular review meetings should take place between members of staff who work with the child in order to monitor progress and to plan future programmes.

Monitoring and Evaluating

Strategies are employed to enable the child to progress and are recorded within a Pupil Outcome Plan. These outcomes focus on concise objectives that are set for children who are on the SEND register. These objectives form part of a support arrangement that will be monitored and reviewed by the class teacher, LSAs and SENCo. The review of outcomes is an important opportunity to assess how a child is progressing and may result in a child being removed from the Special Educational Needs and Disability Register. The child will continue to be monitored by the Class Teacher in order to ensure their progression within the differentiated curriculum. Regular and rigorous review ensures children's needs are being most effectively provided for and that they are identified in school. Continuous monitoring and systematic review enables children to enter and exit the SEND register.

Each term the SENCo looks at all of the class SEND files and considers:

- The appropriateness of outcomes and strategies
- The involvement of parents
- The liaison with appropriate external agencies
- The progress made by the child
- Whether there is a need for further intervention or a change in strategies
- The SENCo monitors the attendance of children on the SEND register who are accessing intervention to identify the cause of lack of progress made because of poor attendance.
- Assistant Head for Inclusion and SENCo analyse pupil tracking data each term to ensure children with SEN are making appropriate progress
- The SENCo's, Headteacher, Assistant Heads of Inclusion will review and evaluate the impact of SEND policy and practice once every academic year.

A Person Centred Annual Review meeting takes place within one year of the date of the EHCP being issued or the previous review meeting. Professionals and parents, as well as the individual child attend this meeting to collectively discuss and devise outcomes for the child.

The school liaises with feeder schools and with schools that the children move onto in order to ensure a smooth and effective transition. This is supported by a borough transition afternoon where school representatives attend and a handover of the information and documents are passed over.

Resources

The use of the school's funding for SEND will be reviewed annually by the Head teacher and finance governors. It is the responsibility of the Assistant Head for Inclusion and the SEN Co-ordinator to designate its use. It will generally be used in the following areas:

- Buying of specialist equipment and resources to support children with special educational needs and disabilities
- Training and development for staff and the SENCo

An individual EHCP budget is used to support an individual child, the expenditure of which is determined by the family and professionals in consultation.

Special Facilities within the schools

- Specialist Base for pupils with Autistic Spectrum Disorder- Oak Field
- Disabled toilets are available.
- Lift
- Ramp – Mid Level
- Two disabled parking bays are available at Wood Field site.

Staff Development and Support Services

All staff, including teachers and learning support assistants/ teaching assistants attend workshops which may be provided by internal or external agencies, to develop staff knowledge and increase strategies to support children with SEND.

The school is involved with the following services:

- Educational Psychologist service
- Speech and Language Therapy
- Outreach services from Oak Field
- Child and Adolescent Mental Health Service (CAMHS)
- Behaviour Support
- School Nurse
- ELSA- Emotional Literacy Support Assistant

Visits are arranged as the need arises and this can vary from a one off visit to a series of visits. Parents are kept fully informed when outside agencies/specialists are involved with their child through contact with the class teacher, SENCo, Assistant Head or Head teacher. Following the observation of a child by an outside agency, the parents are provided with a copy of the report of the agency's observations and recommendations. The health services are a vital link with the child's home in respect of identification and practical support for those children who may have SEND. All medical information and reports on children are confidential.

Admissions

Children with special needs will be considered for admission on an equal basis with all other children according to the criteria set out in the School's Admissions Policy, taking into account the suitability of

the children to mainstream education and availability of resources and facilities to meet that child's needs. Children with EHCPs giving Bandon Hill Primary School as their named school receive priority, provided the school is able to meet their needs. Children admitted into the Specialist Base will need to meet the admissions criteria set out by the Local Authority.

Storing and Managing Information

Children's data, individual reports and meeting notes are kept in an individual file and locked in a filing cabinet in the SENCo's office. Each class teacher is responsible for the SEN information which is kept in their Class File. This folder will contain a list of the children in the class that are on the SEND register, individual Pupil Outcome Plans and any reports provided by outside agencies.

Local Offer

The Local Offer gives children and young people with special educational needs or disabilities and their families information about what support services the local authority think will be available in their local area. Every local authority is responsible for writing a Local Offer and making sure it is available for everyone to see.

You can access the Sutton Local Offer Website at:

https://www.sutton.gov.uk/info/200611/suttons_local_offer

Complaints Procedure

Parents who have a complaint about the school's provision of special education for their child should refer to the governors' **complaints policy**.