

SEN policy

The Bawburgh School



Approved by: Carla Stedman (Head Teacher) **Date:** Sept 2020

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The Bawburgh School believes in going ‘Above and Beyond’ for all by providing a broad, balanced, relevant and challenging curriculum, which is appropriate to each child’s individual abilities, talents and personal qualities.

The unique attributes and qualities of all children are celebrated within the school community and children are encouraged to meet their full potential in all area of learning, as well as their personal and social development.

The school aims to do this by:

- Helping pupils develop their personalities, skills and abilities.
- Providing appropriate teaching that is both challenging and enjoyable.
- Providing equal educational opportunity for all.

Pupils with SEN and/or disabilities are supported through in-class support, small group activities and individual learning programs in order to tailor and adapt the curriculum to meet each child’s specific needs. Specialist advice and equipment are sought where necessary and the school works closely with parents and families to ensure that there is consistency in approach wherever possible.

2. Legislation and guidance

This policy and information report 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

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

The school follows the guidance of the SEN Code of Practice and uses a graduated approach to the identification, assessment and provision of pupils with SEN.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

The knowledge, views and first-hand experience that parents have are highly valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process and are strongly encouraged to keep in regular contact with the school regarding their child's progress.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The SENCO/Y6 teacher will liaise with local secondary schools in relation to Y6-Y7 transfer to ensure a smooth transition for any child that may require extra support.

Children entering into Reception visit the school with their parents for a period of induction during the term before their entry into school. The parents are encouraged to share any concerns that they have about their child to enable the school to put the best and correct support into place for the beginning of their child's educational journey. Visits to nurseries are also arranged where possible.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Learning Support Assistants also work in class to support pupils providing targeted intervention for those learners that have been identified as requiring additional support, as well as those with more specific SEN targets or Education, Health and Care Plans.

The provision must be flexible and relevant to the needs of the child and promote self-esteem and wherever possible this support will be provided within class. Any withdrawal for intervention must not jeopardise the child's right to a broad and balanced curriculum.

We will also provide the following interventions:

- Speech and Language Therapy work (based on recommendations from external professionals)
- Thrive
- Sound Discovery
- Accelread/write
- Precision teaching
- Lego therapy
- Daily pre-teaching
- Numicon
- Counselling
- Precision teach
- PIVATs

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

The Bawburgh School always focuses on high-quality first-wave teaching for all learners but where additional support for learning is identified, teachers work closely with the SENCO to act on advice from professionals or to put in place targets and planning for intervention work with teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis when learners have been identified as requiring significant additional support or where it is stated in a child's Education, Health and Care Plan that 1:1 support is required.

Teaching assistants will support pupils in small groups when children have been provided with common specific SEN targets that require bespoke learning at a similar level.

We work with the following agencies to provide support for pupils with SEN:

- Speech and language therapists
- CAHMS
- Specialist Learning Support Teachers (SLST)
- Educational Psychology Support Services (EPSS)

5.9 Expertise and training of staff

All professional development needs are identified through the schools performance management system and the school improvement plan.

The headteacher oversees the professional development of all teaching staff and support assistants. She is supported by the SENCO in informing staff about LEA, national and regional training courses, seminars and networks that relate to SEN and inclusive educational practice. Staff attending any courses are expected to disseminate and share their knowledge with other staff within the school. Staff are also encouraged to observe good inclusive practice within school.

5.10 Securing equipment and facilities

The available resources to support SEN provision will be reviewed annually in accordance with the budget allocation from the local authority. The school will use the allocated budget (and any more that is approved by the Governing Body) to resource the special education needs and educational inclusion. The SENCO in consultation with the headteacher plans the amount of additional in-class and external specialist support required by pupils with Keys and with Education, Health and Care Plans. The pupils at SEN Support are covered from within the school's existing budget, and receive appropriate class support.

The school will also work with external agencies such as Occupational Therapy or Access Through Technology, to secure specialist equipment to support children's learning and/or disability wherever relevant.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after six weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- Ramps into school to make the site accessible to all.
- Toilet adapted for disabled users.
- Raising bed for changing needs

We are actively planning further improvements to make the school more accessible and have an Accessibility Plan for this.

5.13 Support for improving emotional and social development

The Bawburgh School believes in providing children with excellent support for their emotional and social development. We have a dedicated Thrive Worker, who is part of the school and works closely with children who may require some additional support for their emotional and social well-being. This support can be through talk, play, activities and craft etc

The school also has access to a professional counsellor, who can provide sessions for children who require some more in-depth emotional support.

We also provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The Bawburgh School works closely with external agencies wherever necessary, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made in accordance with the school's complaints procedure. Complainants should speak to the staff member directly in the first instance, via letter, e-mail, telephone or in-person. They will then be referred to the school's complaints policy. More formal complaints should then be put in writing to the Head Teacher.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

As the parent of a child with SEND you will find the following link to Norfolk SEND Partnership will contain lots of useful advice and guidance

<http://www.norfolksendpartnershiass.org.uk>

5.17 Contact details for raising concerns

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact Miss Stedman, the school's Head Teacher
Appointments can be made through the school Office.

Tel: 01603 742329

E-mail: office@bawburgh.norfolk.sch.uk

5.18 The local authority local offer

Our contribution to the local offer is: <http://www.bawburgh.norfolk.sch.uk/about-us/sen-report-and-local-offer/>
Our local authority's local offer is published here: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by the school SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- The Bawburgh School Positive Discipline and Behaviour Policy
- Concerns and Complaints Policy
- Administration of Medicine
- Anti-bullying Policy