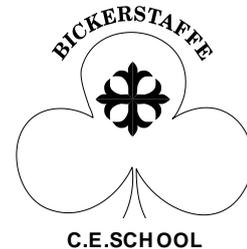


Bickerstaffe C. of E. School



Special Educational Needs & Disability (SEND) Policy

This policy reflects the ‘**Special Educational Needs and Disability Code of Practice: 0 to 25 years**’, guidance. It was developed in consultation with teaching and non-teaching staff, pupils and their parents.

Miss Kirstin O’Kane is the school’s Special Educational Needs Co-ordinator (SENCO) and manages the school’s special educational needs work. The SENCO will keep the governing body informed about the special educational needs provision made by the school (reg 3a for schools).

We at Bickerstaffe Voluntary Controlled Church of England School are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement we seek to help children achieve their full potential, by encouraging a love of learning, the development of self-esteem, and confidence. As a Church school we aim to develop Christian values, and foster a respect for other people and their beliefs.

1. AIMS

The Governors, Headteacher and staff are fully committed to support and implement the following curriculum aims:

- To value pupil individuality and worth in a Christian atmosphere;
- To provide opportunity and access to the National Curriculum programmes of study for all children;
- To ensure a breadth and balance to the curriculum followed by all children;
- To ensure continuity and progression in teaching and pupil achievement;
- To provide a curriculum which is relevant and adaptable to the needs of children;
- To ensure appropriate differentiation to aid learning;
- To work in partnership with parents to improve educational achievement.
- To ensure each child reaches their potential within a wide range of activities.

Objectives

In order to achieve our aims and to ensure that children with special educational needs and disability achieve their full potential and make progress we will:

- i. Identify and provide for pupils who have special educational needs and additional needs
- ii. Work within the guidance provided in the Special Educational Needs and Disability (SEND) Code of Practice, 2014
- iii. Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- iv. Provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEND Policy
- v. Provide support and advice for all staff working with pupils who have special educational needs

2. IDENTIFYING SPECIAL EDUCATIONAL NEEDS (SEN)

At Bickerstaffe C.E. School we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person. There are 4 broad categories of need (Pg. 97 6.28 onwards in the SEND Code of Practice, 2014):

- Communication & interaction;
- Cognition and learning;
- Social, emotional & mental health difficulties;
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

In themselves the following are **NOT SEN** even though they may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

‘Behaviour’ as a need is no longer an acceptable way of describing SEN. Any concerns relating to a child or young person’s behaviour will be described as an underlying response to a need which will be recognised and identified clearly.

3. A GRADUATED APPROACH TO SEN SUPPORT

When children are first admitted to the school, the Class teacher or Headteacher will gather information about the child from the parents during the early induction meetings and/or from the pre-school, nursery or school from which the pupil has transferred.

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. We recognise that additional intervention and support cannot compensate for a lack of good quality teaching.

A pupil will only be identified as SEN if they do not make adequate progress once they have had intervention/adjustments and good quality personalised teaching.

Bickerstaffe CE School will consult with parents and take seriously concerns raised; we will also speak to children about their learning difficulties.

Where a pupil is identified as having SEN, we will take action to remove barriers to learning and put effective special educational needs provision in place. This SEN support will take the form of a four-part cycle ‘**ASSESS – PLAN – DO – REVIEW**’ with earlier decisions and actions revisited, refined and revised. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles.

4. MANAGING PUPILS NEEDS ON THE SEN REGISTER

For children with SEN there is now a single category of support, **SEN SUPPORT**.

The SENCO will keep the SEN Register up-to-date and co-ordinate the writing of 'Targets for Learning' (TfL). These are reviewed termly in October, February and June.

Pupils receiving SEN Support are involved in the writing and review of their 'Targets for Learning'; these are shared with parents, and working in partnership is encouraged. Children with a Statement or an Educational Health and Care Plan (EHC Plan), together with their parents, take part in an annual review.

All teaching & non-teaching staff are responsible for differentiating the curriculum for pupils with special educational needs and they will monitor progress. All staff will work closely with the SENCO

Assessment is ongoing with opportunities for formative (progress measured against themselves) and summative (progress measured against national statistics) assessment taking place half-termly. Assessment will be used to inform planning and the delivery of the curriculum, as well as determine intervention strategies & provision.

Class teachers are responsible for evidencing progress according to the outcomes described in the 'Targets for Learning' plan.

When a pupil is not making the expected level of progress, given their starting point and/or individual level of need, discussions will take place with parents and children to determine whether additional outside agency involvement would be beneficial.

Bickerstaffe CE School buy in Specialist Teacher Support from Lancashire Inclusion Disability Support Service (IDSS) and this support is used to provide: advice and training to staff; assess individual needs of pupils; support planning for provision; monitor and review the effectiveness of the delivery of the planning; provide advice on resources. It is the responsibility of the SENCO/ Headteacher to liaise with IDSS and to organise provision.

The level of support bought in from IDSS is decided by the Headteacher/SENCO and it will depend upon the level and extent of need within the school.

Children may have access arrangements to specialist support detailed in their Statement or EHC Plan.

If the school identify that additional funding is needed from the 'Local Authority High Needs Block', evidence for this will be submitted, together with the annual 'Review Summary'. Parents and children will be involved in this process of review. The Local Authority (LA) will decide whether additional funding is required, based on the evidence provided.

Support from outside agencies and referral documentation may include requests for involvement by: the School Nurse and the Schools' Community Paediatrician; the Speech & Language Service; Occupational Health; Physiotherapy; Lancashire Inclusion Disability Support Services (IDSS) including: Specialist Teacher support, Educ. Psychology & Counselling; the Attendance officer and LA School Advisor.

A Common Assessment Form (CAF) would be completed if it is deemed necessary for a referral to an outside agency e.g. Educational Psychology Service, Children's Social Care

5. CRITERIA FOR EXITING THE SEN REGISTER/RECORD

Pupils on the SEN register will have their progress and needs monitored termly. Should they make accelerated progress i.e. progress above that expected, and no longer need the additional intervention/adjustments identified in their 'Targets for Learning', they will, after discussion with parents, be removed from the register. Their rate of progress will however continue to be monitored.

6. SUPPORTING PUPILS AND FAMILIES

Bickerstaffe C.E. School's SEN Information Report can be found on the school website www.bickerstaffe.lancs.sch.uk or a hard copy can be obtained on request from the school office.

The Local Authority 'local offer' can also be found via the above link.

See above: Section 5 'Managing Pupils Needs on the SEN Register' for details of other agency support.

Admissions

Pupils with SEN will be admitted to Bickerstaffe C. of E. School in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as needing SEN Support.

Access for Pupils with SEN

The School's Accessibility & Disability Equality Plans ensure a proactive approach to planning for the needs, and projected needs of the school and its community.

Class teachers are responsible for ensuring that the curriculum is accessible for children with SEND, using advice from outside agencies and with the support of the SENCO if necessary.

The SENCO is responsible for ensuring that access arrangements are in place to enable pupils to sit statutory exams and tests.

Transition

When a pupil moves from class to class, across key stages or to another school class teachers are responsible for passing on up-to-date assessments and details about a child's SEN.

The SENCO will also meet with Year 7 tutors from receiving High Schools in the summer term to discuss the progress and transition of pupils to the secondary school.

Access to the full life of the School

All pupils whether they have SEN or not will be encouraged to be involved in the full life of the school. All pupils attend the daily act of Collective Worship. It is part of the school's policy to include all pupils in school performances by making adaptations to scripts to ensure all children have the opportunity to take part.

All children will be encouraged to engage in school trips and arrangements for transport will be made on an individual basis in consultation with parents. Swimming is taught to children in years 2, 3, 4, 5 and 6 and no child is disapplied from the curriculum. With the effective use of support staff, and adaptation of the sports programme, children with SEND are encouraged to take a full part in P.E. lessons and the additional physical activities offered as part of the curriculum or after school provision.

Homework will be differentiated if appropriate, to allow for the SEN of individual pupils. This is at the discretion of the professional judgment of the class teacher.

The involvement of parents is a key feature of the school's policy and its endeavour to provide for the needs of all its pupils.

On entry, a voluntary Home/School Agreement is signed by Pupils, Parents and School. Together they will work in partnership to secure the best outcomes for pupils with SEN. Where appropriate, a home/school diary may be kept, and there will be an expectation that parents will encourage and provide support for their child in the completion of work done at home.

7. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEN and may have a statement, or EHC plan which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2014) is followed.

Bickerstaffe CE School's policy on managing the medical conditions of pupils can be found on the school website www.bickerstaffe.lancs.sch.uk

8. MONITORING AND EVALUATION OF SEND

The Headteacher and Senior Teacher will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through: classroom observations, scrutiny of work, pupil interviews and pupil tracking. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEN most frequently encountered.

The Headteacher/SENCO and Senior Teacher monitor half-termly the progress made by pupils, and the effectiveness of the provision, including intervention, using the Bickerstaffe Plotter, the school based tracking system, and information gathered from within the school, alongside the consideration of national data and expectations of progress.

The SENCO prepares a report termly for the SEN Governor and this is presented at Full Governing Body meetings.

This continual cycle of review is part of the process of School Development Planning.

9. TRAINING AND RESOURCES

The budget share allocation received by all Lancashire schools for a financial year is based upon the number of pupils in the school the preceding October, on 'Census Day'. The budget share allocation will include any top up funding from the 'Local Authority High Needs Block' for children identified as having very serious and complex difficulties as stipulated in their Statement or EHC Plan. For all other children with SEN it is expected that their needs will be met from the budget share allocation.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

The school's SENCO regularly attends the Local Authority's SENCO network meetings in order to keep up to date with local and national updates in SEND.

In order to maintain and develop the quality of teaching and provision, and to respond to the strengths and needs of all pupils, staff are encouraged to undertake training and development, this may include attendance at courses; discussions and training with the specialist teacher from Lancashire's Inclusion Disability Support Service, or other agencies, such as: Speech and Language, Physiotherapy and Occupational Health.

10. ROLES AND RESPONSIBILITIES

The Governing Body has identified a governor to have oversight of SEN provision in the school, and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The Headteacher/SENCO will:

- Work closely with the SEN Governor and staff to ensure the effective day to day operation of the school's SEN policy.

- Identify areas for development in SEN and contribute to the school's development plan in consultation with other staff.
- Co-ordinate SEN Support for all pupils throughout the school.

The Headteacher is:

- The Designated Senior Leader with specific Safeguarding responsibility, there is also another Teacher who is the Deputy Designated Senior Leader.
- Responsible for managing the Budget Share Allocation and other funding received by the school
- Responsible for managing the schools responsibility for meeting the medical needs of pupils

11. STORING AND MANAGING INFORMATION

Pupil data stored electronically is password protected. Pupil data in hard copy format is stored in locked cabinets with restricted access. For pupils with SEN the storage of information will be reviewed after a minimum of 25 years from their date of birth. Secure disposal will be used when documentation is destroyed.

12. REVIEWING THE POLICY

This policy will be reviewed annually in the Spring term or sooner in response to any changes in legislature or guidance from Lancashire Authority.

13. ACCESSIBILITY

Bickerstaffe CE School 'Accessibility Plan' can be found on the school website and within the School Information Brochure provided for all parents.

It is reviewed and written in consultation with pupils, teachers, parents, and governors. The plan details the actions that will be put into place overtime to increase the accessibility of Bickerstaffe CE School for disabled pupils.

14. DEALING WITH COMPLAINTS

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the class teacher will consult with the Headteacher/SENCO.

If the concern cannot be satisfactorily dealt with at this stage, or if the Headteacher is unable to resolve the difficulty, the parent's concerns should be put in writing to the SEN Governor. The Chair of Governors will become involved after other avenues to resolve the situation have been exhausted.

The school will make provision to inform parents about the Parent Partnership and how to make representations to the Local Authority.

A copy of the Complaints Policy and Procedures can be seen on the school website

15. BULLYING

It is our intention at Bickerstaffe C.E .School to: provide a learning environment free from any threat or fear, which is not conducive to the achievement of individual aspirations; reduce and eradicate wherever possible, instances in which a person is made to feel frightened, excluded or unhappy; establish a means of dealing with bullying, and of providing support to those who have been bullied.

Details of our aims, and the steps taken to ensure and mitigate the risk of bullying, including the promotion of independence and resilience for vulnerable groups, are included within our 'Anti-bullying Policy'. This can be found on the school website.

16: APPENDICES

Reference has been made within this document to the following policies, and these can be found on the school's web page www.bickerstaffe.lancs.sch.uk:

- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Policy
- Disability Equality Plan
- Home/School Agreement
- Link to Lancashire Authority's Local Offer
- Safe-guarding Policy
- School Brochure
- SEN Information Report, 2016
- SEN Pupils with Medical Needs
- Single Equality Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September, 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014) (www.sendgateway.org.uk Hampshire's Illustrative Regulations guidance)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014 (reviewed December 2015)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO with the SEN Governor, in liaison with the Senior Teacher, all staff and parents of pupils with SEND.