



Special Educational Needs and Disability Policy

Signed: S. Butt

Reviewed: 13.9.22

Special Educational Needs and Disability (SEND)

1) Aims of this SEND policy

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- We aim to set suitable learning challenges for all children and to respond to their diverse learning needs and overcome potential barriers to learning for individuals and groups of pupils.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, emotional and mental health,
 4. Sensory/physical.
- To request, monitor and respond to parents'/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in co-operative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England***

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

3) The kinds of special educational needs for which provision is made at the school

- Children and young people with SEN have different needs, but all children with SEN are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours to make the provision required to meet the SEN of pupils at this school.

- For children with an Education, Health and Care Plan (EHCP), parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

4) How does our school know if children need extra help

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional and mental health
 4. Sensory/physical
- A pupil asks for help.

5) What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning then please initially discuss these with your child's teacher. The teacher may then consult with the school Inclusion Manager, whose name is Mrs Butt. Parents may also contact the Inclusion Manager or the Headteacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be part of the assessment and provision that is provided by the school.
- While there are no specific guidelines from the Local Authority as to what constitutes special educational needs, at Bonnygate we would consider a pupil who is at least a year behind in Maths or English and failing to catch up on where they should be, as potentially needing some SEN support.

6) How will the school support a child with SEND?

- All pupils will be provided with quality first teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school. We work with external agencies such as physiotherapists, occupational therapists and support teachers for children with hearing and visual impairments to make any reasonable adjustments necessary.
- Pupils identified as needing additional support may have their needs identified and

addressed through:

1. classroom observation by the senior leadership team, the Inclusion Manager or learning mentor
 2. ongoing assessment of progress made by pupils with SEND,
 3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 4. teacher meetings with the Inclusion Manager to provide advice and guidance on meeting the needs of pupils with SEND,
 5. pupil and parent feedback on the quality and effectiveness of interventions provided,
 6. attendance and behaviour records.
- All pupils are aware of next step targets in line with national expectations to ensure they are aware of how to progress. Parents are informed of these throughout the year through parent consultation meetings and pupil reports.
 - Pupils' attainments are tracked and those failing to make expected progress are identified quickly. These pupils are then discussed in regular pupil progress meetings that are undertaken between the class teacher, Inclusion Manager and the Head or Deputy Head Teacher.
 - Additional action to increase the rate of progress will be then identified and recorded and will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
 - Where it is decided during this early discussion that special educational provision is required to support increased rates of progress, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
 - Action relating to SEN support will follow an assess, plan, do and review model:
 1. **Assess:** Data and other relevant information on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will be kept informed through parent consultation meetings of their child's progress and needs.
 2. **Plan:** If review of the child's progress indicates that "additional to and different from" support will be required, maybe in the form of an Education, Health and Care Plan, then the views of all involved including the parents and the pupil will be obtained and appropriate interventions identified, recorded and implemented by the class teacher with advice from the Inclusion Manager.
 3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets that take into account the school's and parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment
 4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

At Bonnygate, this takes the form of a One Plan, which is reviewed termly and shared with parents / carers.

- If progress rates are still judged to be inadequate, despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained and may include referral to a number of outside agencies including:

MAG (multi agency group), school nurse, occupational therapist, speech and language therapist, Educational Psychologist, Educational Welfare Officers, Social Services, Emotional Wellbeing and Mental Health Service.

- In addition, the school will involve external agencies as appropriate, including community and voluntary organisations, for advice on meeting the needs of pupils with SEND and in further supporting their families
- For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

7) How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for all pupils in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Inclusion Manager and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.
- Forest School sessions will be planned to cater to the needs of all children taking part.
- Forest School sessions will be adapted as necessary to be fully inclusive.
- Forest School will provide an ideal opportunity for children to develop skills outside the classroom.

8) How will parents know how their child is doing?

- Parents are involved in assessing the effectiveness of the provision for their child by attending review meetings, parents evening, 1-1 time with Inclusion Manager as appropriate and school's 'open door' policy to discuss any concerns.
- Parents will be invited to a termly meeting to share their child's One Plan. If a parent has concerns or information to share at any other time, they are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the Inclusion Manager.

9) What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Small group/1-1 interventions aim to support improved interaction skills, emotional resilience and well-being to support pupil's well-being are delivered to identified pupils and groups.

One to one well-being support is provided as appropriate together with access to a qualified counsellor.

- Forest School offers an approach to learning to maximise the emotional, social and developmental benefits of education.
- Forest School will build independence, self-confidence and awareness of the needs of others

10) Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Medical Care Plan, compiled in partnership with the Inclusion Manager and parents and, if appropriate, the school nurse (or relevant professional) and the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse (or relevant professional) as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within

Supporting pupils at school with medical conditions (DfE 2014) and identified in the school Medicine Administration

11) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

12) How accessible is the school environment?

Our Access Plan describes the actions the school plans to take to endeavor to increase access to the environment and the curriculum. Previous Access Plans highlight the steps the school has already taken to address accessibility.

13) How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the summer term to support transfer for pupils we know to be starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The Inclusion Manager will meet with or talk with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- A phased start can be arranged if this is in the best interests of the child.

Transition to the next school.

- The transition programme in place for pupils we know to be changing schools provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the Inclusion Managers of both schools will liaise to discuss the needs of pupils with SEN in order to ensure a smooth transition.

How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
 1. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
 2. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
 3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities.

14) How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, Inclusion Manager or senior leadership team member,
- during parents evenings,
- meetings with the Inclusion Manager and external agencies.

15) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The phase leader
- The Inclusion Manager,
- The Headteacher,
- For complaints please see the Complaints Policy on the school website www.bonnygateprimary.co.uk/

You can also view Bonnygate's SEND offer on the school website.

16) Support services for parents of pupils with SEN include:

- Parent Advisory Team Thurrock (PATT) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <http://www.patt.org.uk>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

Mrs. S. Butt

Inclusion Manager September 2022

Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice)

CT: Class Teacher

DfE: Department for Education

EHCP: Education, Health and Care Plan

LA: Local Authority

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

PATT: Parent Advisory Team Thurrock