

# Blagdon Primary School



## Special Educational Needs

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### Policy

<b>Reviewed by</b>	SENCO	September 2024
<b>Approved by</b>	Local Governing Body (LGB)	1 <sup>st</sup> October 2024
<b>Next Review:</b>		September 2025



## Blagdon Primary School

### Special Educational Needs Policy

#### Educational Inclusion

Educational inclusion is a broad concept. It is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for and the achievement of different groups of pupils within a school. Different groups could apply to any or all of the following:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Children who need support to learn English as an additional language (EAL)
- Children with special/additional educational needs and disability (SEND)
- Pupil Premium (those in receipt of free school meals, or have had in the last six years, 'looked after' and previously 'looked after' children, children whose parent/s are in the Forces)
- Gifted and talented children
- Other children, such as children with long term illnesses, young carers and those children from families under stress
- Children who are at risk of disaffection and exclusion

We believe that every child and young person should have equal right to:

- Be included as a valued, responsible and equal member of the learning community with all other children and young people of the same age
- Have access to a broad, balanced and inclusive curriculum experience and differentiated teaching and learning
- Support to enable them to achieve their full potential and to be included in a lifelong learning process
- Have their views heard and contribution recognised

#### Definition

The definition of Special Education Needs (SEN Code of Practice, 2015) is as stated:

*"A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or young person has a learning difficulty or disability if he or she:*

- a) has a significantly greater difficulty in learning than the majority of children of the same age, or*
- b) 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 or mainstream post-16 institutions*

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, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

This is a broad definition covering children and young people from 0-25 years of age. Where a child or young person has a

disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## **Broad Areas of Need**

The SEND Code of Practice identifies areas of need for children up to the age of 25 as follows:

*Cognition and learning* – This may include children who learn significantly slower than their peers because of a moderate, severe or profound learning difficulty. In addition, some children with a specific learning difficulty may need support in this area e.g. dyslexia/dyspraxia.

*Social, emotional and mental health issues* – These issues may manifest themselves in any number of ways such as challenging behaviour, anxiety or depression and may include specific conditions such as Attention Deficit and Hyperactivity Disorder (ADHD).

*Sensory and/or physical needs* – Children with a physical disability may need adult support, equipment or adaptations.

*Communication and Interaction* – Children with speech and language difficulties or those on the Autistic Spectrum may need support in this area.

Children with SEND may have needs in more than one area and these can change significantly over time.

Regular discussions with the child and adults involved with them, as well as regular assessment, planning, doing and reviewing ensure that interventions and strategies match evolving needs.

## **Aims**

At Blagdon Primary School we consider each child as an individual and recognise some children require more support than others. If these children are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of children will have special educational needs at some time in their educational career. Some of these children may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more short-term needs. In particular, we aim:

- To enable every child to experience success.
- To promote individual confidence and a positive attitude.
- To ensure that all children, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated as appropriate and demonstrates coherence and progression in learning.
- To give children with special educational needs equal opportunities to take part in all aspects of school life.
- To involve parents, carers and children themselves in ensuring their special educational needs are met.
- To ensure that the responsibility held by all staff and Governors for SEND is implemented and maintained.

## **Allocation of Resources**

The school allocates funding according to need and in the form of:

- Teaching Assistants.
- Small group support
- Individual adult support

- Specialist training so that staff can meet the needs of the children more effectively e.g. whole school INSET day/twilight training or training for individual staff
- Special books, equipment and classroom resources (including ICT).
- SENCO non-contact time facilitates the role

The details of how individual children receive support is recorded by the SENCO

## **Identification of Special Needs**

Children are identified as having special needs through different pathways.

- The admissions system
- Class Teacher/Support Staff Referral
- Data Analysis
- Staff Meetings
- Parents/Carers Referral
- External outside agencies e.g. health care professionals

## **Pupil Passport and SEND Outcomes**

Where a child needs additional and different intervention a Pupil Passport and SEND Outcomes will be used to identify particular areas of need.

- In consultation with parents and the child, a Pupil Passport and SEND Outcomes will be used.
- In consultation with the SENCO, the class teacher will identify the specific (SMART) targets and additional strategies to be employed.
- Pupil Passports and SEND Outcomes may be used to inform everyday practice and will be reviewed each term at a minimum (6 times per year), although they will be reviewed and updated when as appropriate.
- A range of options may be appropriate which may include group work or individual targeted work to close the gaps between the child and their peers.
- The class teacher will meet with the parents and child twice a year to review the Pupil Passport and SEND Outcomes.
- The SENCO will meet with the parents and child once a year to review the Pupil Passport and SEND Outcomes.
- Following a review meeting and in consultation with parents, a decision may be taken to request help from external support services. Parental consent will always be sought before discussing names of children with an external agency.

## **Education, Health Care Plans**

If a child is not progressing, despite a range of differentiated teaching, support and interventions and there is significant cause for concern, the school/parents/carers may request an Education and Health Care assessment by the Local Authority. Following such an assessment the Local Authority may write an Education Health Care Plan which may or may not be statutory which will determine the provision for the pupil. An EHCP may or may not allocate additional funding over and above the existing delegated SEND funding. This is subject to an Annual Review.

## **Roles and Responsibilities/Co-ordination of Provision**

Provision for children with special educational needs is a matter for the whole School. However particular members of the school community have specific roles and responsibilities:

### **The Special Educational Needs Co-ordinator**

The SENCO (Special Educational Needs Co-ordinator) for our school is Miss Haskins. She is responsible for co-ordinating the day to day provision of education for pupils with special educational needs at the school.

The role of Special Educational Needs Co-ordinator will be supported by the Head Teacher

The SENCO responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy; local offer
- Coordinating provision for children with SEND;
- Liaising with the relevant designated teacher where a looked after pupil has SEND;
- Advising on a graduated approach to providing SEND support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively;
- Liaising with parents of children with SEND;
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the LA and LA support services (Vulnerable Learners Service);
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- Working with the head teacher and school governors, to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all children with SEND up to date.

The school will ensure that the SENCO have sufficient time and resources to carry out these functions. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles in a school.

## **The Head Teacher**

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head Teacher keeps the Governing Body fully informed via the Head's report and works closely with the school's SENCO.

## **The School Staff**

All teachers are teachers of children with SEND and adapt the curriculum to meet their needs. All staff are consulted on the School's SEND policy and are aware of the procedures for identifying, assessing and making provision for children with SEND. The Teaching Assistants (TAs) often support children with SEND. Some TAs may be appointed to specifically support SEND children who receive Top Up Funding.

## **Governing Body**

The Governor with responsibility for SEND is Carol Marsh.

The duties of the Governing Body are set out in the SEND Code of Practice 1:16

*"All maintained school governing bodies have important statutory duties towards pupils with special educational needs. Governing bodies should, with the head teacher, decide the school's general policy and approach to meeting pupils' special educational needs for those with and without statements. They must set up appropriate staffing and funding arrangements and oversee the school's work."*

"Governors play a major part in school self-review and should establish mechanisms to ensure that they are fully informed about the school, including the systems for and the outcomes of in-school monitoring and evaluation. In relation to SEND, the

Governing Body will ensure:

- they are fully involved in developing and monitoring the school's SEND policy
- all governors, especially SEND governors, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed
- SEND is an integral part of the school development plan
- The quality of SEND provision is continually monitored."

To fulfil these responsibilities, the SENCO and the Governor with responsibility for SEND, will meet six times annually.

## **Admissions**

The Governing Body uses the Local Authority's admission criteria. Children with special educational needs are given equal priority to their peers on admission to the School, however, children with an EHCP are given higher priority and will have a school named within the plan.

## **Liaison**

1. All staff, together with the Head, will ensure that careful records are kept and transfer documents meticulously completed.
2. The SENDCO will liaise as appropriate with pre-school/other Primary and Secondary Schools/Academies.
3. The SENDCO will attend SENDCO cluster meetings when appropriate.
4. The SENDCO will liaise with other agencies when appropriate to the needs of the child.

## **Monitoring**

1. Plans for meeting the special educational needs in the school will be reviewed annually.
2. Staff development needs will be identified and plans made to meet them.
3. SEND provision will be reported to the governors.
4. SEND provision will be reported to parents at parent meetings or in between these times as appropriate.