

BIDSTON VILLAGE C of E PRIMARY SCHOOL



Special Educational Needs and Disability Policy

"Love Faith, Love People, Love Learning"

Policy Reviewed and Updated February 2023

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At Bidston Village CofE Primary School, we strive to create a nurturing learning environment offering the correct support for all children and families where faith and individual potential can develop and grow.

Introduction

At Bidston Village CofE Primary School, we recognise that any child at any time may require support. There may be many reasons for this: learning, physical, emotional or behavioural difficulties or the possession of special aptitudes that need to be nurtured. We fully recognise our responsibilities for children with Special Educational Needs and Disabilities. Our policy applies to all staff and governors working in our school. All children at Bidston Village CofE Primary School have access to a broad and balanced curriculum where teachers have high expectations for all pupils. Staff at our school recognise the need for good adaptive, quality, inclusive teaching. We aim to meet the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND) by recognising and responding to individual learning styles and needs. It is our duty to provide equal opportunities for every child in our care and a safe learning environment, which caters to the needs of every child as an individual. Teachers are responsible for ensuring that every pupil accesses this entitlement. As a school, we aim to work alongside parents and make SEND provision for those who need it to enable children to fully participate in school life and reach their full potential.

Aims and objectives

- To maintain the individuality of each child.
- To provide an environment that stimulates and motivates all pupils whatever their ability, so that all children are given the opportunity to achieve their full potential in all aspects of the curriculum.
- To identify pupils requiring SEND provision as early as possible.
- To identify and provide for pupils who have special educational needs and additional needs in accordance with the SEN Code of Practice 2015.

- To operate a person-centred, whole school approach to the management and provision of support for special educational needs by consulting with parents, children and professionals.
- To provide support and advice for all staff working with special educational needs pupils.
- To provide high quality learning opportunities for children with SEND with a view to developing levels of achievement and maintaining a positive attitude to school life.
- To support all pupils with SEND to join in the activities of the school together with their peers so far as is practical and compatible with each pupil's special educational provision, the efficient education of other children in school and the efficient use of resources.
- To support any pupil who is looked after by the local authority, as they are identified to school by the authority, and reviewed in accordance with the appropriate outside agencies.
- To maintain regular contact with the SEND Governor.

Admission Arrangements

The admission arrangements of Bidston Village CofE Primary School apply equally to all children. Children with a special educational need or disability will be admitted if the physical environment of the school is suitable or can be adapted to suit the child's needs through liaison with the LA. Please refer to the link for Wirral Primary School Admission Arrangements in the Admission section on the school website.

Identifying Pupils with Special Educational Needs or Disability

The SEN Code of Practice 2015 states:

A pupil or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A pupil of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have 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.

The Code of Practice identifies four broad areas of need:

1. Communication and language
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

These areas of need are to help us plan provision. Pupils can have needs across areas and this is recognised in our provision mapping. Identification of a specific type of need does not necessarily mean a plan of support is put into place. We put support in place only when we feel it would be beneficial to a child's development. At our school, we consider the needs of the whole pupil, which will include things that are not necessarily SEND but will also impact on a pupil's progress and attainment -

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium
- Being a pupil of a serviceman/woman
- Refugee or asylum seeking / immigrant pupils
- Being a pupil of a traveller community

If staff decide that additional and different provision is necessary for the pupil to make progress, they will complete a 'Cause for Concern' form. This will be shared and discussed with parents / carers before consulting with the SENDCo. At this point, the child may be placed on the SEND register and SEND support will be put into place.

The Graduated Approach

The process for implementing SEND support is described in The New Code of Practice as the Graduated Approach and has four stages.

Assess

School will gather all information available concerning the identified child to gain an accurate picture of the child's needs. This could include teacher, pupil, parents, SENDCOs and outside agencies and will provide information such as attainment, learning styles and projected targets.

Plan

A Pupil Profile and Support Plan will be put into place to outline strategies that will be used in order to achieve specific outcomes. These plans will include:

- Quality first inclusive and adaptive teaching approaches that are effective in enhancing the pupil's learning.
- Proven interventions to achieve specific targets - and how they will be delivered, monitored and progress reviewed.
- Any focused support from a teaching assistant in class. This should be purposeful, with the ultimate aim to develop the pupil's independence and maximise pupils contact with the class teacher.
- Resources to ensure access to our ambitious curriculum or environment.
- Suggestions as to how the parent / carer, and / or pupil, can contribute to the plan.

Do

Once pupils have a support plan, this becomes a working document, which can be annotated on a regular basis to show progress towards outcomes and new targets set. Adjustments can be made as necessary. The class teacher manages the plan and actions and is accountable for the outcomes. Any concerns the class teacher has over the plan will be discussed with the SENDCOs.

Review

Twice yearly reviews with class teacher and / or SENDCOs will take place with parents to review outcomes of support. Interventions will be evaluated along with views of the pupil and parents. The plan may be adapted or a new one devised to enable the pupil to achieve their next steps in learning. At the

review, further options may be put into place if a pupil is not making the expected progress or achieving outcomes on their support plan.

- Advice or assessment may be requested from external agencies to help school put in place different / more appropriate support for the pupil.
- Multi-agency support may be initiated through Early Help.
- Parents and / or school can apply for an Educational Health Care Assessment if the pupil is still not making progress, despite school taking a graduated approach with relevant actions and SEND support over time. At this point, school would demonstrate that we have made effective use of all the resources available to us.

Tracking Progress and Managing the SEND Register

- We track progress of all pupils and record the level they are working at, at the end of each term. Each term, parents are informed of their child's progress. In the autumn and spring terms, this is through meetings with the class teacher and in the summer term through the annual school report. Any child not making progress is highlighted and immediate catch-up interventions are put into place.
- Children with SEND are tracked in the same way. Individual 'Person Centred Plans (PCPs) are reviewed termly and interventions are evaluated.
- The SENDCOs provide the governors with regular summaries of the impact of the policy on the practice of the school.

Partnership with Parents

At Bidston Village CofE Primary School, we recognise the importance a child's home life plays in learning, and the need to maintain a dialogue between home and school. The Wirral's Local Offer website (<https://localofferwirral.org/>) provides families and professionals with accessible information about the local services and support available to children and young people age 0-25yrs who have special educational needs and / or a disability. There is a link to this site on our school website. On our school website, parents can also access our SEND Information Report. This outlines how the government's approach to SEND provision in the Code of Practice 2015 is implemented in our school. It forms our

school's local SEND offer of all services available to support disabled children and children with SEND and their families.

As detailed above, parents are kept informed and are involved at all stages of the graduated approach. At Bidston Village CofE Primary School, we offer computerised messaging services (DoJo and ParentApp) to provide a means of regular parental support and the progress made. Parents may also be encouraged to support their child at home with activities including reading-related work, spelling, visual memory games and motor control skill work.

Pupil Participation

Pupils are fully involved in the target setting process and older pupils are advised as to how they can take responsibility for their own learning. Pupils are key in creating and reviewing their One Page Profiles (OPPs) as they consider what is important to them and think about how best to support them. Targets are set out in Person Centred Plans (PCPs) where pupils are asked to contribute by indicating how they feel they are progressing and set their own target if they are able.

Supporting Pupils with Medical Conditions

Bidston Village CofE Primary 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 Bidston Village CofE Primary School will comply with its duties under the Equality Act 2010. Some children may also have special educational needs and may have a statement or Education, Health and Care plan (EHCP) that brings together health and social care needs, as well as their educational provision in accordance with the SEN Code of Practice 2015.

Arrangements in place to support pupils at our school with medical conditions are outlined in the school's Medicine Policy. Any pupil with a medical condition requiring medication or support in school should have an Individual Healthcare Plan (IHP) which details the support that child needs. If the parents, healthcare professional and school agree that a healthcare plan is inappropriate, a record of the child's medical condition and any implications for the child will be kept in the child's individual record.

Social Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Social and emotional development is part of the school curriculum and children are given opportunities to discuss and explore their feelings and the feelings of others. Children learn about what they can do to maintain positive mental health, what affects their mental health, and where they can go if they need help and support. Anti-bullying has a high profile in school and we follow our Anti-bullying Policy and Single Equality Policy to prevent bullying. Additional pastoral support is available in school for children who have social and emotional needs. School also accesses specialist support from a range of mental health professionals and organisations that provide support to children with mental health needs and their families.

Staff receive training on how to promote positive mental health and how to identify and support children with mental health needs. Further information about how we support the mental health and wellbeing of our pupils can be found in our Mental Health and Wellbeing Policy.

Monitoring and Review

The SENDCOs monitor the progress or barriers to learning of children on the SEND register. They provide staff and governors with regular summaries of the impact of our policy on the effectiveness of our SEND provision. The SENDCOs are involved in supporting teachers in preparing Additional Support plans for the children in their class. The SENDCOs and the Head Teacher hold regular meetings to review the work of the school in this area. Lessons are quality assured, as are interventions and their outcomes for our pupils. The SENDCOs and the named governor with responsibility for special needs hold regular meetings. Parental and pupil views are used in evaluating the quality of SEND provision in school. The evaluation and monitoring arrangements outlined above promote an active process of continual review and improvement of provision for all pupils at Bidston Village CofE Primary School. The governing body will review this policy annually, or sooner if necessary, or in response to changes in national SEND policy.

Allocation of Resources

The SENDCOs are responsible for the operational management of any special needs resources that are needed within the school, including the provision for pupils with an Education Health Care Plan (EHCP). The Head Teacher will inform the governing body of how the funding allocated to support special educational needs is to be used, e.g. staffing, resources and equipment. School is proactive in sourcing the most appropriate support and resources for our pupils with SEND. Academic specific programmes may be followed including Orrets Meadow Outreach, IDL, Black Sheep Press, Nessy Learning Programme and Talking Maths. Additional emotional support is given via programmes such as Time to Talk, Social stories, Socially Speaking and the ELSA programme.

School receives advice and support from a range of professional agencies that include: Special Education Needs Assessment Advice Team (SENAAT), Educational Psychologists (EP), Autism and Social Communication Team (ASC), Speech and Language Teams (SALT / S&L), School nurse, Orrets Meadow Outreach Support and Gilbrook Outreach Support to name just a few.

Training

In order to maintain and develop the quality of teaching and provision (and for us to respond to the strengths and needs of our pupils) regular reviews of staff skillsets are undertaken, which inform our calendar of staff training and development. Training needs of staff are identified through school's self-evaluation process. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCOs to explain the school's SEND provision and practice and to discuss the needs of individual pupils. The SENDCOs and other identified members of staff attend courses in order to increase their expertise and knowledge with regard to SEND. The SENDCOs also attend regular cluster group meetings.

Roles and Responsibilities

The roles of staff with SEND responsibilities are outlined below:

Class teacher

The class teacher is responsible and accountable for providing Quality First Teaching including:

- High quality teaching which is differentiated to each pupil's individual need
- Adapting the learning environment to meet individual needs
- Monitoring the progress of pupils and identifying, planning and delivering any additional support/intervention
- Devising and updating SEND Support plans to prioritise and focus on the next steps required for individual pupils to make progress that are stored electronically on EduKey *Provision Writer*.

SENDCOs

Mrs Vicki Fallon, SENDCO for mainstream pupils in KS2 and pupils in EIB2

Miss Laura Wall, SENDCO for mainstream pupils in KS1 and pupils in EIB1

Mrs Lorraine Jones, SEND Support for all pupils in EYFS.

The SENDCOs are responsible for:

- Co-ordinating provision for children with SEND, including exam access arrangements.
- Developing the school's SEND policy
- Maintaining the school's SEND register.
- Liaising with parents and a range of external agencies who can offer advice and support to help pupils overcome any difficulties.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Monitoring progress and effectiveness of provision.

- Ensuring that parents are involved in supporting and reviewing their child's learning and are consulted at transition times.

Headteacher (*Mrs L Hazeldine*)

The Headteacher is responsible for the day-to-day management of all aspects of the school, including the provision made for pupils with SEND.

SEND Governor (*Miss C Gartland*)

The SEND Governor is responsible for supporting the school to evaluate and develop the provision made for pupils with SEND across the school.

Governing body

The governing body aims to secure the necessary provision for any pupil identified as having special educational needs and disabilities. The governors have a duty to make provision for pupils with special educational needs and disabilities and they will consult the LA and other schools when appropriate. The governing body admits pupils with special educational needs and disabilities into school in line with the school's agreed admissions policy. The governing body has regard for the Code of Practice when carrying out its duties towards all pupils with special educational needs.

Storing and Managing Information

All PCPs, One Page Profiles and referral documentation are now stored electronically. Any hard copy information and assessments relevant to day-to-day teaching of each pupil are stored in classrooms. Confidential information, e.g. outside agency reports, medical reports are stored securely within school. When pupils leave Bidston Village CofE Primary School, SEND documents are transferred to their new school and the SENDCOs maintain copies of SEND records from pupil age plus 25 years in line with Retention Guidelines February 2016.

Accessibility

Bidston Village CofE Primary School is accessible to children with SEND. It is fully compliant with the Disability Discrimination Act (DDA) requirements. The school is on one level with easy access and double doors where appropriate. The front desk at Reception has a wheel-chair height section and is DDA compliant. There are two disabled toilets. We ensure wherever possible that equipment used is accessible to all children regardless of their needs. Wrap-around provision is accessible to all children, including those with SEND. Extra-curricula activities are accessible for children with SEND. Bidston Village CofE Primary School has an Accessibility Plan, which has been drawn up in compliance with current legislation and requirements as specified in the Equality Act 2010. The school's Accessibility Plan is aimed at:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

The Governing Body reviews the Accessibility Plan every 3 years.

As a school, we are happy to discuss individual access requirements and liaise with the LA regarding adaptations to be made.

Safeguarding

Bidston Village CofE Primary School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have a Behaviour & Discipline Policy, Anti-bullying Policy and E-Safety Policy in place to mitigate the risk of bullying of vulnerable learners. All teaching and non-teaching staff are aware of their responsibilities with regard to the protection of children from abuse and from inappropriate and inadequate care, and are committed to responding in all cases where there is concern. Staff recognise that certain groups of children are more vulnerable to abuse and exploitation. This includes children with special needs. Our Child Protection and Safeguarding Policy details how we provide a safe and secure environment and promote the welfare of all children in our care.

Complaints

Parents wishing to discuss any aspects of their pupil's progress should, in the first instance, make an appointment to speak with the class teacher. If they wish to pursue the matter further, they should speak to the SENDCOs or Head Teacher. Parents have the right to make a formal complaint in writing to the Chair of Governors or to the Local Authority if they are dissatisfied with school provision. Further information is outlined in school's Complaints Policy.

Glossary

ASC - Autism and Social Communication Team

EHCP - Education Health Care Plan

EP - Educational Psychologist

G&T - Gifted and Talented

IBP - Individual Behavioural Plan

IEP- Individual Education Plan

CLA- Child who is looked after

NFER - National Foundation for Educational Research

S&L - Speech and Language Team

SATs - Statutory Assessment Tests

SEND- Special Educational Need and Disability

SENDCo- Special Educational Need Coordinator

TA- Teaching Assistant

Policy review: February 2023 (including review by an external consultant).

Review date: February 2024