

**Bailey Green Primary and Nursery School
Together with Bailey's Butterflies**

**Special Educational Needs & Disabilities Policy
(Also see Inclusion Policy)**

At Bailey Green Primary and Nursery School together with Bailey's Butterflies, we aim to provide an inclusive, caring and supportive environment in which all pupils are valued equally and are given opportunities to develop to their full potential.

We want all Teachers in all lessons to set suitable learning challenges for all pupils.

Definition

Children have Special Educational Needs and Disability if they have a learning difficulty, which calls for special educational provision to be made for them, above that which is provided for other children.

A child is who is of compulsory school age and falls within the definition of one or two of the below or would do so if special educational provision was not made for them.

A child or young person has a special educational need if they:

- Have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age
- A child 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.

Special Education Needs and Disabilities Code of Practice 2015

Special Education Provision means:

For children of two or over: educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area.

For children under two: educational provision of any kind.

Education Act 1996

Fundamental Principles

- Children with SEND should have their needs met
- The SEND of children will normally be met in mainstream schools or settings
- The voice of the child should be taken into account
- Parents have a vital role to play in supporting their child's education
- Children with SEND should be offered full access to a broad, balanced and relevant education including an appropriate curriculum for the Foundation Stage and the National Curriculum

Special Educational Needs and Disability Code of Practice: 0-25 Children and Families Bill.

Abbreviations used in the policy

SEND	Special Educational Needs & Disabilities
SENDCO	Special Educational Needs & Disabilities Co-ordinator
SMART	Small Measured Achievable Realistic Targets

A copy of this policy along with the parents' information on SEND is available for all parents who request a copy from the school office. All parents/carers whose children are on the school SEND register will be given a copy of the schools SEND booklet.

Aims

All children to:

- Be happy and feel secure
- Be included
- Achieve the very best of which they are capable
- Have access to a broad, balanced and relevant curriculum
- Demonstrate personal development and growth
- Make good progress
- Experience wider activities leading to greater independence
- Make effective independent decisions

All staff to:

- Deliver Qualify First Teaching
- Be well equipped to identify and meet needs
- Identify children's needs early
- Plan effective interventions
- Evaluate and revise interventions regularly
- Assess children's progress

All parents/carers to:

- Have input into their child's needs
- Be kept informed at all times
- To have the opportunity to be fully involved
- To attend review meetings

Objectives

Be happy and feel secure

- Provide a secure and caring environment
- Use positive and supportive language
- Use praise to celebrate achievement
- Set suitable learning challenges
- Provide opportunities for parents and children to celebrate achievement together:
- Home-school book (as appropriate)
- Letters to parents/carers
- Golden award certificates/postcard home/Headteacher's choice
- Phone call home

Inclusion - Be included

- All children to be given a sense of belonging, whatever their social, ethnic, gender or cultural background.
- Children should be fully included by compensating for their needs.
- Wherever possible children with sensory impairments should be given access to all areas of the curriculum.
- Provide a range of resources to suit particular individual or group needs e.g. monocular, coloured overlays, speech games etc.
- Differentiate within class teaching to enable all children to achieve their full potential

Achieve the very best of which they are capable

- All teaching staff (inc. T.A.'s) to be aware of specialised needs
- All teaching staff carry the SENDCOs role in their own class
- Use effective assessment and monitoring (Nursery Profile, Reception Profile, S.T.A.'s, reading tests as well as observational assessment, parental views)
- Provide high quality learning opportunities and materials
- Use positive and supportive language with pupils
- Intervene early to promote progress
- Make effective use of outside agencies
- Liaise effectively with parents and carers

Have access to a broad balanced and relevant curriculum

- Plan differentially and set targets for individuals and groups (Provision Plans if required)
- Provide support in an effective manner
- Involve parents/carers by providing formal and informal information

Demonstrate personal development and growth

- Use praise and positive language to reinforce all aspects of personal development e.g. circle time
- Celebrate all achievements
- Involve parents/carers in celebrating success and achievement (consultation evening, school report)
- Recognise and celebrate personal achievements as a whole school
- Personal development targets to be included on Individual Passports/SEND Diaries wherever appropriate
- Use effective personal and social assessments and record sheets to show development and growth e.g. Early Years Profiles

Make good progress

- Set SMART targets which are reviewed regularly (Provision Plans/Interventions are set by Teachers as required).
- Use appropriate teaching styles to meet the needs of the children
- Encourage parents/carers to be involved by discussing progress at consultation evening and reviews
- Celebrate achievement in all areas

Experience wider activities leading to greater independence

- Children to work in a variety of different groups and with the opportunity to work with partners and friends of all abilities
- Appropriate use of support staff
- Children to have individual responsibilities in school/classroom

Make effective independent decisions

- All children to be given the opportunity to make choices regarding certain activities
- Guide them by making sensitive suggestions
- Increase children's responsibilities in school where they can feel secure in their decisions

Be well equipped to identify and meet needs

- Liaise regularly with parents/carers and keep up to date with home situations/health etc.
- Early years staff to be given information regarding interpreting the Nursery and Reception Baselines with regard to SEND

- School will provide a library of resources and references to support the needs of individuals and groups of pupils
- Effective communication with SENDCOs and outside agencies to keep up to date with new developments

Identify Children's needs early

- Early years staff and SENDCOs to liaise with Health Visitors, outside agencies, key workers etc. about difficulties with pre-school entry
- Use of Nursery profile, Baseline Assessments to highlight areas of weakness at an early stage
- Regular communication with parents/carers to ensure any concerns are noted/discussed and addressed

Plan effective interventions

- All Intervention and Provision targets to be SMART targets
- All planned interventions to be known to all staff working with the child
- Intervention timetables to be evident in Teachers' Journals
- Parents /Carers to be seen as partners working alongside Teachers to create an effective learning intervention
- Good communication with parents/carers, outside agencies and SENDCOs
- Where appropriate children to discuss their future targets and celebrate in their own achievements

Evaluate and revise interventions regularly

- Good communication between Teacher, Teaching Assistants, and Pupil Support Assistants etc. to ensure information about targets/children's progress is monitored.
- Interventions need to be reviewed and evaluated as necessary. Future planning to be based on this information
- Progress to be regularly shared and discussed with parents/carers
- Children to be involved where appropriate in discussing and evaluating their progress

Parents/carers to be kept informed at all times

- Class Teacher to keep parents/carers fully informed from the initial concern and further developments
- Information to be exchanged in a sensitive way

Parents/carers to have the opportunity to be fully involved

- Parents/carers to be invited to work in partnership with school when setting targets for Provision and Interventions

- Where possible to work in partnership with the school and outside agencies to meet targets
- To jointly celebrate success however small
- To understand and be involved at all stages of SEND according to the new Code of Practice 2014 (*updated 2020*)

Placing children on the school's Register of Special Educational Needs and Disabilities.

When a child is identified as having SEND the Class Teacher, in consultation with the SENDCOs will:

- Discuss the concerns with the child's parents / carers and seek their consent for SEND provision to be made.
- Ensure that parents are kept informed from the start of any SEND provision and notify any changes.
- Devise a Provision Plan or Intervention Plan specifying key individual targets.
- Ensure that ongoing observations and assessment informs future planning and that achievements are shared with parents/carers.
- Involve parents/carers in developing and implementing a joint learning approach at home and in school using the home/school book where appropriate.
- Inform the SENDCOs/Headteacher of any immediate concerns regarding pupils which require the involvement of outside agencies.

The SENDCOs will:

- Provide parents/carers with the school's SENDs Information booklet.
- Ensure that the child's parents/carers are aware of the Local Authority's Parent Partnership Service.
- Maintain a Register of pupils at each of the stages of SEND.
- Liaise with external agencies regarding the assessment/monitoring of pupils.

Deciding to place a child on Provision or Intervention Plans

The triggers for intervention could be the Teacher's or other's concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when Quality First teaching approaches are targeted particularly in a child's identified area/s of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties, which are not met by the behavioural management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

What is adequate progress for children with SEND?

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and their year group.
- Prevents the attainment gap growing wider.
- Is similar to that of children starting from the same attainment baseline, but less than that of the majority of children.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.
- Demonstrates that a higher level of independence is achieved.

When a Class Teacher or the SENDCO identifies a child with SEND the Class Teacher should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

Deciding to refer a child to an Outside Agency

If after suitable provision through targeted intervention, adequate progress is not observed the Class Teacher and SENDCOs would consider a move to involvement of an Outside Agency. It may be appropriate at this stage to seek advice and support from The "Front Door" Facility, Learning Support Team, Behaviour Support Team, Educational Psychologist, Occupational Therapist, Dyslexia Team, School Nurse, etc. The role of these agencies is to help to assess difficulties and to advise on new targets and strategies for progress. Such agencies can become involved earlier if it is deemed appropriate. In some instances improved management or alternative arrangements based on advice from these professionals may considerably reduce the child's special educational needs.

Pupils with Education and Health Care Plans

If after suitable provision has been made with Agency referral, and all recommendations carried out and reviewed, adequate progress is still not observed, the school and parents/carers may consider asking the LA to make an Assessment of the child's SEND in the format of an Educational and Health Care Plan. However, this only happens in a very small number of cases.

When making a request for statutory assessment, the school will state clearly the reasons for the request and will submit:

- The views of the parents/carers recorded at earlier stages
- The ascertainable views of the child.
- Copies of all Provision Maps and Interventions
- Evidence of progress over time.

- Evidence of any involvement of other specialists.
- Evidence of the extent to which the school has followed the advice provided by other specialists.

The SENDCOs will take the lead role in managing the administrative process by liaising with the LA. Other routes to Statutory Assessment are possible e.g. Request by parents under section 328 or 329 of the Education Act 1996. For pupils transferring to secondary phase education, reviews will be held in term 3 of year 5. Where a pupil with an EHC Plan is newly admitted to our school, an interim review will be held as soon as possible.

Access to Education for children with Medical needs

If a child is to be absent for medical reasons for longer than one-week provision will be made to supply appropriate curriculum materials to meet their needs? If hospitalised school will liaise with the Educational Support Teacher within the hospital to ensure correct coverage of the curriculum. The school named person, responsible for pupils unable to attend school because of medical reasons is: Mrs L.R. Taylor.

Allocation of resources

The school annually reviews the allocation of resources which support pupils.

Provision and Intervention Plans

Staff review individual pupils needs on a half term basis.

Pupils with EHC Plans

Resources for pupils with Educational Health Care Plans are determined by the allocation specified in the Plan, but are also supplemented by school-funded resources. Resources may be shared amongst a group of children with SEND.

Through early identification our school endeavours to support pupils and their individual needs. This may lead to allocation of resources to a child even though they may not be on the SEND register. It is the duty of the school, however, to inform parents/carers that pupils are receiving support and the reason why.

General Information

The SENDCOs:

Mrs E. Patrick, Bailey's Butterflies/Early Years/KS1 (*Miss J. Cole Liaising SENDCO Bailey's Butterflies*)

Mrs E. Flynn, IKS2/UKS2

The named person is Mrs L Taylor

The designated Governor is Mrs D Bentley