



# Billingshurst Primary School

## Special Educational Needs and Disability (SEND) Policy 2018

## **Section 1: Introduction**

### Purpose of SEND policy

- The purpose of this policy is to describe the aims, principles and procedures which relate to the identification of children with special educational needs, the provision made to support them and methods of monitoring progress.
- This policy complies with the statutory requirements set out in the SEND Code of Practice 0-25 July 2014 and has been written with reference to the following documents:
  - SEND Code of Practice 0-25 (July 2014)
  - Equality Act 2010: advice for schools DfE (2013)
  - Schools SEN Information Report regulations (July 2014)
  - Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014; available from the school office)
  - Accessibility Plan (2015-18; on school website)
  - Inclusion Policy (on school website)
  - Single Equality Policy(2015-18; on school website)
  - Learning Policy (June 2014; on school website)
- This policy was created by the Inclusion Leader/SENCo in liaison with the Senior Leadership Team and SEND governor.

### Name and contact details of Inclusion Leader/Special Educational Needs and Disability Co-ordinator (SENCo)

- Name: Mrs Deborah Angeli
- Contact details: 01403 782789  
[office@billingshurstprimary.org.uk](mailto:office@billingshurstprimary.org.uk)
- Mrs Angeli is an experienced SENCo and has post-graduate qualifications with a specialism in literacy difficulties/dyslexia. Mrs Angeli is a member of the Senior Leadership Team (SLT).
- Parents are requested to address questions about their child's progress to the class teacher in the first instance. They are also welcome to contact Mrs Angeli.

### Billingshurst Primary School understanding of SEN

- When deciding whether a child has SEN we refer to the definition in the SEND Code of Practice 2014:
  - xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
  - xiv. 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, or
    - 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
  - xv. 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.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children who have SEN may also have a disability under the Equality Act 2010, defined as '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.'

- At BPS we are committed to ensuring that every child is happy in school, loves learning and makes the very best progress they possibly can. We have high aspirations for children with SEN and disability and we recognise and celebrate their strengths as well as identifying areas in which they require support. We place high emphasis on learning basic skills but also on learning to be creative, resilient, independent and adaptable and we encourage children's interests and talents. We place emphasis on children's social and emotional well-being.
- We are an inclusive school: we welcome and celebrate diversity and we have a fully inclusive approach to all opportunities and experiences for children with SEND.
- We understand that every teacher is a teacher of children with SEN. We are committed to providing high quality classroom teaching for all children including those with SEN and disability.
- We are committed to working with parents to achieve the very best outcomes for children with SEND, both academically and socially.
- We understand the importance of taking account of the 'pupil's voice' in planning learning experiences for children with SEND.

## **Section 2: Aims and objectives of this policy**

### Aims

- To raise the aspirations, progress and attainment of all pupils with SEND, and ensure their well-being. We focus on outcomes for children rather than just the amount or type of support provided for them.

### Objectives

- To work within the guidance provided in the SEND Code of Practice 2014
- To identify, assess and provide for children with special educational needs using a graduated approach.
- To provide high quality inclusive classroom teaching (also referred to as Quality First or Wave One teaching) available to all pupils including those with SEND.

- To provide additional support or intervention programmes that meet pupils' needs and to monitor and review progress and success.
- To provide support and advice for all staff working with children with SEND.
- To enable children to be involved in planning and reviewing their learning experiences and become independent communicators and learners.
- To work in partnership with parents, taking into account their views in planning support and reviewing their child's needs and progress.
- To work in partnership with outside agencies to identify the needs and support the progress of children with SEND.
- To work with governors to enable them to fulfil their statutory duties with relation to SEND.

### **Section 3: Identifying special educational needs**

- The SEND Code of Practice describes 4 broad areas of special educational need. The purpose of identification of a child's SEN is to plan the action the school needs to take rather than assigning the child to a category. We consider the needs of the whole child and not just their SEN. We currently have children with the following types of SEN:
  - **Communication and interaction** including speech, language and communication needs (SLCN) and Autistic Spectrum Disorder
  - **Cognition and learning** including learning difficulties and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia
  - **Social, emotional and mental health difficulties** including attention deficit hyperactivity disorder (ADHD)
  - **Sensory and/or physical needs** including physical disability, and visual or hearing impairments
- 12.4% of children are currently identified as having a special educational need or disability
- 11.7% of children are currently identified as having SEN and receive SEN Support
- 0.7% of children are identified as having a disability and require monitoring and reasonable adjustments to be made, but currently require no additional support

### **Section 4: Our graduated approach to identifying and providing for children with SEN**

#### **Providing for children with SEN**

- We provide a broad and balanced curriculum in all year groups and for all children. We adapt our curriculum for children with SEN by:
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning for individuals and groups of pupils

- We have high expectations for children with SEND in academic progress, in the social and emotional aspects of learning and in their full participation in the wider life of the school. Our Learning Policy promotes high quality teaching for all children including those with SEND. We use a range of teaching strategies and resources to meet the needs of children with SEN, both within the classroom as Quality First Wave One teaching and where additional support is provided. We aim to adapt teaching to meet the needs of children with SEN such as dyslexia, dyspraxia, ADHD and Autistic Spectrum Condition. (Please see Appendix 1 for SEN Policy Statement regarding dyslexia.)

#### Our graduated approach to identification and assessment

- We use a 'graduated approach' to identifying and assessing a child's SEN. We intervene quickly to adapt classroom teaching or provide extra support where required whilst gathering assessment evidence. Our graduated approach identifies four levels of need: Monitoring, Additional Needs, SEN Support, Education, Health and Care Plan (EHCP). Children with an EHCP or at SEN Support are those identified as having special educational needs. Children at each level are provided with a different 'Wave' of support or intervention.

#### Monitoring/ provision at Wave One

- For children whose progress is less than expected, class teachers monitor progress and adapt teaching to meet individual needs. Wave One also includes making reasonable adjustments for children with disabilities, for example, providing a writing slope for a child with motor skills difficulties. A child is considered to be making less than expected progress if, taking into account their age and individual circumstances, progress:
  - is significantly slower than that of their peers starting from the same baseline
  - fails to match or better the child's previous rate of progress
  - fails to close the attainment gap between the child and their peers
  - widens the attainment gap
- Parents sometimes raise concerns about their child's progress. We take parents' concerns seriously and consider their views as an important part of identifying whether a child has SEN and the nature of their SEN.
- Quality First Wave One teaching may be sufficient to ensure the child makes expected progress.

#### Additional Needs/Wave Two

- Some children may be identified as having additional needs which means they require short-term extra support in order to boost progress. These interventions are called Wave Two and are additional to whole class Wave One teaching. Wave Two interventions include extra maths and literacy groups.

#### SEN Support/Wave Two or Three

- Where progress continues to be less than expected the class teacher and SENCo consider whether the child has SEN. We use a

range of assessments including progress data, observations, standardised tests, assessment of the child's response to extra support and the views of both parents or carers and the child.

- Children identified as having special educational needs are provided with intervention at Wave Two or more personalised support referred to as Wave Three in addition to whole class Wave One teaching. Wave Three provision includes literacy or maths support from an intervention teacher working closely with the class teacher. Wave Three support might also include support from a teaching assistant with additional training.
- Where progress continues to be less than expected despite Quality First Wave One teaching and additional provision at SEN Support, the school in consultation with parents, may seek advice from an outside agency such as the Educational Psychologist, Learning and Behaviour Advisory Teacher Team (LBAT), Social Communication Team, Speech and Language Therapy service, Occupational Therapy, Physiotherapy or School Nursing service (including access to the Child and Adolescent Mental Health Service [CAMHS] and the Child Development Centre).
- We provide support for children with social, emotional and mental health needs through our SEAL-based (Social and Emotional Aspects of Learning) PHSCE curriculum or through additional TA support. We are able to offer blocks of sessions with our therapist for a small number of children. A behaviour difficulty is not classified as a special educational need under the Code of Practice 2014. Where a child is experiencing behavioural difficulties we work with the child and family to try to identify causal factors such as learning or communication difficulties, mental health issues or contributory family circumstances, and possible solutions. For longer term difficulties and in consultation with the parent we may refer to the LBAT or to an agency offering support to the family at home. For children with complex emotional or mental health difficulties we may also signpost parents to the school nurse or their GP.
- Parents are informed if we decide to make extra provision for their child at SEN Support.

#### Statements or Education, Health and Care Plans (EHCP)

- If a child continues to fail to make progress over time, despite high quality SEN Support and advice from outside agencies, the school in consultation with parents will apply for the child to be assessed for an EHCP. We apply for this assessment if:
  - The child is Looked After and therefore may have additional vulnerability.
  - The child's attainment levels meet the Local Authority thresholds for statutory assessment.
  - The child's attainment does not meet the Local Authority thresholds for statutory assessment but he or she has additional complex needs.
- Children with an EHCP are provided with targeted, personalised support, planned to meet individual needs and focusing on the best possible academic, personal and social outcomes for the child. We

plan 1-1 adult support in order to foster both the child's well-being and the development of independent learning behaviours and skills.

#### Inclusion for children with disabilities

- The school is committed to a fully inclusive approach to all learning, opportunities and experiences for children with disabilities.
- Reasonable adjustments are made to facilitate inclusion within the classroom, in the wider life of the school and on trips and visits. This ensures that children with disabilities are not treated less favourably than other children.
- Risk assessments are carried out where appropriate and where safety is of concern. Parents are consulted.
- The school building is fully accessible with full wheelchair accessibility, two disabled toilets and a therapy room with hoist. Please refer to the Accessibility Plan and the school's Local Offer (on school website). We have a Single Equality Duty in place.

#### **Section 5. Systems for monitoring children with SEND**

- Class teachers are responsible for the progress and development of children in their class including where pupils access support from intervention teachers or teaching assistants.
- The progress of all pupils including those with SEN is monitored by class teachers, the SENCo and the SLT every half term.
- The SENCo identifies changes required to provision for children with SEN according to progress made. This process is called 'Assess Plan Do Review'.
- All children, including those with SEN, have individual classroom targets in English and maths. The class teacher shares information about the child's progress in these and other areas with parents at Parent Consultations, held three times a year for children with an EHCP or at SEN Support. Parents and the child are invited to contribute their views in preparation for the meeting through a questionnaire. The consultation is led by the class teacher with the support of the SENCo or intervention teacher. The views of staff, parents and the child are used to plan provision in school and activities to enable parents to support their child's learning at home as appropriate. Children are invited to all or part of the consultation depending on their age, preference and parental preference. A record of the consultation and an Individual Learning Plan with agreed outcomes is written and a copy given to parents.
- Annual Reviews are held for children with an EHCP.
- Children with an EHCP and children at SEN Support with outside agency support will have a more detailed Individual Learning Plan showing additional targets, support strategies or provision. The ILP will be written and reviewed in consultation with parents in line with the cycle of termly parent consultations.
- If a child makes expected progress their name is removed from the SEN Support list and the class teacher continues to monitor progress to ensure this is maintained. Parents are informed.
- The SEND governor meets termly with the SENCo to discuss SEND policy, practice, provision and progress.

## **Section 6: Supporting Children and Families**

- Further information regarding support for children and families is contained in the West Sussex Local Offer available at [www.westsussex.local-offer.org](http://www.westsussex.local-offer.org).
- The school's Local Offer and SEN Information Report are available at <http://www.billingshurstpri.w-sussex.sch.uk/learning/love-learning.html>
- Information on admissions is available on the school website, on the 'Joining Us' page.
- Arrangements to enable children with SEND to access National Curriculum tests are made in line with Department for Education guidance available at <https://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements>

The Headteacher, Assistant Headteacher (KS2), SENCo and Year 6 class teachers are responsible for planning access arrangements.

- Our transition arrangements include the following:
  - Visits to school by pre-schools and visits to pre-schools by staff including the SENCo where appropriate
  - Home visits by staff for children joining Reception
  - Transition meetings for children with SEND joining Reception
  - Additional visits to Reception for children with SEND as required
  - 'Joining us' page on the school website
  - Every child new to the school allocated a 'buddy'
  - Visits to new classes by all children in summer term. Additional visits arranged for individual children where appropriate.
  - Transition meeting between current and receiving class teacher including communication of information relating to children with SEND and class SEND file.
  - Year 6 teachers and SENCo liaise with secondary school SENCos
  - Programme of additional visits to The Weald School arranged for individuals and groups
  - Records from previous schools and information from parents used in planning teaching and support
  - Transition 'Moving On' booklets are made with individual children as required

## **Section 7: Supporting Pupils at School with Medical Conditions**

- The school recognises that pupils at school with medical conditions may need to be supported so that they have full access to the curriculum and wider life of the school, including trips and residential visits.
- Some children with medical conditions may be disabled and in this case the school complies with its duties under the Equality Act 2010.
- Children with a medical condition requiring support in school will have an Individual Healthcare Plan (IHP) written by the school in consultation with parents. The Inclusion Leader/SENCo seeks advice from the School Nurse on individual IHPs.

- The school's policy for supporting pupils with medical conditions is available from the school office.

### **Section 8: Monitoring and Evaluation of SEND**

- The quality of provision for pupils with SEND is monitored through the school's Monitoring and Evaluation Policy.

### **Section 9: Training and Resources**

- The school plans a programme of Continuing Professional Development (CPD), including supporting children with SEND, for all teaching staff. This includes in-house training as well as that provided by outside agencies.
- Additional training for staff is arranged to meet the identified needs of individuals or groups of pupils.
- Staff are trained in the principles of the SEND Code of Practice, the procedures for assessing and identifying children's needs, and for monitoring and reviewing their progress.
- The school is able to access advice and training from the Local authority (e.g. the Educational Psychologist, LBAT, Social Communication Team, Sensory Support Service), the Speech and Language Therapy service and the School Nursing service.
- Newly appointed teaching staff meet the Inclusion Leader/SENCo to discuss key aspects of SEND practice and provision.
- The SENCo attends the Weald Locality SENCo network meetings twice a term and attends local authority SENCo briefings.
- Resources to support children with SEND are identified to meet the needs of individual or groups of children. Allocation of intervention teacher and teaching assistant support is reviewed each half term by the SENCo.

### **Section 10: Roles and Responsibilities**

- The SENCo leads a team of intervention teachers, learning support assistants and teaching assistants providing additional support to children with EHC plans or at SEN Support.
- Mrs Rachel Chambers is governor with responsibility for specific oversight of the school's arrangements for SEND.
- The SENCo manages provision for children with medical needs.

### **Section 11. Bullying**

Please see our Bullying Policy for the measures we take to prevent bullying of children with SEND, promote positive behaviour, deal with any incidents of bullying should these occur and provide support and reassurance to children where needed (Bullying Policy 2015 available on school website). Incidents of bullying relating to children with SEND are discussed by the SLT at regular Child Concerns meetings and appropriate action taken.

### **Section 12: Storing and Managing Information**

- Children's progress is tracked on Target Tracker.
- Children's personal details are stored on SIMs.

- Information relating to children with SEND is kept in line with the school's Data Protection Policy (2015) available from the school office.

**Section 12: Complaints**

- Complaints are heard through the school's complaints procedure.

**Section 13: Review of SEND Policy**

- This policy will be reviewed by February 2020.