Special Educational Needs and Disabilities (SEND) Policy

This policy was reviewed in March 2019

It will be reviewed again in March 2021
Vision Statement

Bushy Hill School is committed to inclusion and to removing any potential barriers (physical or otherwise) to learning and participation.

Our Mission Statement ‘Working together, Learning together, Growing together’ embraces inclusive education. We provide a broad and balanced curriculum for all pupils and respond proactively to the diverse learning needs of pupils.

We strongly believe in equality of opportunity and we aim to create a supportive yet challenging environment that values difference, respects the unique contribution every individual can make to the community and recognises the achievements of all children. We aim to ensure that all children achieve the best outcomes (including intellectual, physical, social, spiritual, moral, cultural and emotional).

Section 1: Introduction, Aims and a Definition of SEND

This policy provides a framework for the identification of and provision for children with Special Educational Needs and Disabilities. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

Aims and objectives

At Bushy Hill Junior School we aim to provide inclusive teaching to all pupils, to enable them to make the best possible progress in school and help them to feel that they are a valued member of the wider school community, regardless of their needs.

The aims of the special educational needs and disability policy in school are:

- To make reasonable adjustments for pupils with a disability by taking action to increase access to the curriculum, the environment and to printed information for all;
- To ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEN;
- To use our best endeavours to secure special educational provision for pupils whom this is required, that is ‘additional and different from’ that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  - Communication and Interaction
  - Cognition and Learning
  - Social, emotional and mental health
  - Sensory and Physical
- To request, monitor and respond to parents'/cares'/pupils' views ;
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consolation with health and social care professionals ;
- To work in a cooperative and productive partnership with the Local Authority and other outside agencies, to ensure a multi-professional approach to meeting needs of vulnerable learners ;
Additionally we aim:

- To set high expectations for every pupil, whatever their prior attainment;
- To promote positive perception of SEND by all members of the school community and to eliminate prejudice, discrimination and injustice;
- To value and strengthen the partnership between parents/carers and school;
- To enable all pupils to make a successful transition on to the next phase of their educational journey and into adulthood.

Objectives

- To work within the requirements and guidance of the SEND Code of Practice 2015;
- To ensure a clear process for early identification, assessment, planning, provision and review for pupils with SEND;
- To place pupils and parents/carers at the centre of the process;
- To develop whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities;
- To develop a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice;
- To effectively monitor the progress and achievement of pupils with SEND and the effectiveness of intervention;

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

Bushy Hill Junior School uses the definition for SEN and for disability from the SEND Code of Practice (2015):

**SEND:** 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 also 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.’

It is our duty to ensure that we do not directly or indirectly discriminate against pupils with disabilities. We will ensure we promote equal opportunity in every aspect of school life. It is our duty to make reasonable adjustments to ensure that disabled children are not placed at a disadvantage and adjustments are anticipatory in nature.
Section 2: Identification of SEN

It is recognised that early identification of SEN is key to effective provision in order to improve outcomes for children.

How do we know if children need extra help?

- Concerns are raised by parents/carers, teachers, external agencies, or the pupil’s previous school;
- 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:

Communication and Interaction

This describes children who have speech, language and communication needs and display difficulties communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. For example, Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

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. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.
We recognise that the following may have an impact upon a child’s progress and attainment, but in themselves do not constitute a SEND:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of a Pupil Premium grant
- Being a Looked After Child (LAC)
- Being the child of a serviceman or woman

In addition, we understand that behaviour is not considered to be an acceptable way of describing a SEND, rather it an underlying response to a need.
Identification of SEND flow chart

The flow chart below shows the school procedure for identifying pupils with SEND:

1. Concerns are raised by the class teacher, parents/carers or the pupil's previous school.

2. The class teacher meets with parents/carers to discuss strengths and barriers (in each of the four broad areas) and assessment data. This information is recorded and a paper copy is shared.

3. The pupil is added to a monitoring register and the class teacher will discuss the pupil with the Inclusion Manager. Progress is closely monitored.

4. If concerns persist, the Inclusion Manager will complete a classroom observation and/or individual assessments with the pupil (with parent/carer consent). This information will be used to inform next steps.

5. The Inclusion Manager will meet with the parent/carer to share this outcome of these observations and assessments.

6. At this stage, the pupil is normally added to the school's SEND register (with parent/carer consent).

7. An Individual Support Plan (ISP) detailing long term outcomes and short term targets toward meeting these if written in consultation with the class teacher, parent/carer and Inclusion Manager.

8. The 'Assess, Plan, Do, Review' cycle will be followed and parents/carers will be invited to meet the class teacher and/or Inclusion Manager termly to discuss their child's progress.

9. If progress rates are judged to be inadequate despite the delivery of high quality interventions, or if other factors are affecting emotional and social development, the Inclusion Manager may request permission to refer to an outside agency for further advice and support.
Which outside agencies may the school request involvement from?

We have access to the following agencies and professionals:

- STIPS Team (Specialist Teachers for inclusive Practice: Learning and Language Support and Behaviour support)
- Educational Psychologist
- Gosden House specialist teacher outreach service (Learning and Additional Needs)
- Link Primary Mental Health Worker (PMHW)
- Link school nurse
- Freemantles School Autism Outreach Team
- Physical Sensory Support Service (PSSS)
- Children’s services
- Child and Adolescent Mental Health Services (CAMHS) which is also the referral route for Speech and Language Therapy and Occupational Therapy
- Education Welfare Officer (EWO)

What happens when a SEN need has been identified?

In line with the SEND COP 2015, we recognise that “High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEN. Special Educational Provision means: Provision that is provided by adapting the school’s core offer for all pupils where something different or additional is required” (SEN and Disabilities Code of Practice, 2015).

Therefore, where additional support is required, this is provided in addition to the high quality personalised teaching provided by the class teacher.

What does additional support mean?

Where additional support is required, this is provided in addition to the high quality personalised teaching provided by the class teacher.

SEND support can take many forms and will depend on the need, the graduated response and what works for the individual. Amongst other arrangements, this could include:

Wave 1 - Inclusive high quality first teaching for all:
Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the pupils in the classroom. This includes providing differentiated work and creating an inclusive learning environment. It may mean extra help from the class teacher or learning support assistant (LSA), working in a small group within or outside the classroom, or the use of different resources such as maths manipulatives, pencil grips or task boards.

Wave 2 - Additional interventions to enable pupils to work at age related expectations or above:
Wave 2 interventions are designed to support pupil who are nearly working at age related expectations but need some additional focused teaching to get there. Wave 2 interventions tend to be delivered to a number of pupils. Not all children accessing Wave 2 provision will be identified as having SEND.
Wave 3 - Additional highly personalised interventions:
Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for pupils who have been identified for an intervention designed to accelerate progress. Wave 3 interventions are highly individualised and based on fine-tuned assessments.

Proactive Intervention Plans (PIPs)
For a small number of pupils with additional needs relating to Communication and Interaction and Social, Emotional and Mental health, a PIP may be devised in liaison with the parent/carer, class teacher and Inclusion Manager. These support plans identify settings and triggers, as well as outlining proactive, preventative and reactive strategies.

Access Arrangements
Some pupils with SEND need specific arrangements in order to access tests (such as additional time, readers, prompts, scribes, transcription, rest breaks). The Inclusion Manager works with the class teachers and the Head Teacher to identify these pupils and apply for access arrangements as appropriate.

Section 3: Procedures and Practice

Assess, Plan, Do, Review
The SEND Code of Practice encourages an ‘Assess, Plan, Do, Review’ approach to support pupils with SEND.

Fig 1:
Assess - The class teacher, working with the Inclusion Manager, will carry out a clear analysis of the pupil’s needs. This will include drawing on the teacher’s assessment and experience of the pupil, their previous progress and attainment, as well as information from the school’s core approach to pupil progress, attainment, and behaviour.

Plan - The teacher and Inclusion Manager will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The Inclusion Manager may decide to seek advice from external agencies in agreement with the parent/carer.

Do – The class teacher is responsible for overseeing the implementation of what has been agreed at the planning stage. They will work closely with any specialist or identified staff to plan and assess the impact of support and interventions.

Review – The effectiveness of the support and interventions and their impact on the pupil’s progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents/carers. We value the input of parents/carers as they hold key information and knowledge, which contribute to a shared view of their child’s needs.

If adequate progress has not been made, revisions will be made to the plan and this ‘assess, plan, do, review’ cycle will continue. Where a child is seen to have made sufficient and sustained progress and it is felt that they are able to maintain this with quality first teaching, they will be removed from the SEND register and closely monitored.

Requesting an Educational, Health and Care needs assessment

For a very small percentage of pupils, whose needs are significant and complex and the SEND 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. This brings together the child’s health and social care needs as well as their special educational needs. Parents may request an Educational, Health and Care needs assessment for their child. We would encourage parents to discuss this with the school prior to making such a request.

Section 4 – Roles and Responsibilities

All members of the school community work towards the schools aims and objectives by:

- Understanding that every teacher is a teacher of every child or young person, including those with SEND;
- Using the graduated approach for identifying, assessing and making provision for pupils with special educational needs and disabilities;
- Sharing a commitment to inclusion and a partnership approach to provision.
The role of the governing body

The governing body appoints a SENDCO/Inclusion Manager in accordance with The Education Regulations (Amendment) 2009. The SENDCO/Inclusion Manager, in addition to QTS, is required to hold the National Award for SEND Co-ordination. This requirement applies to any SENDCO who had been in post for a total period of less than twelve months before 1 September 2009 and anyone who becomes a SENDCO who has not previously been the SENDCO at that or any other maintained school for a total period of more than twelve months.

The regulations allow a period of up to three years in which to undertake the training (Code of Practice 2015 6.86). The governing body has appointed a named SEND governor with specific oversight of the school’s arrangements for SEND and disability who monitors the school’s work on behalf of children with special educational needs and disabilities (Code of Practice 2015 6.3).

The role of the Head Teacher

The Head teacher has strategic responsibility for keeping the governing body fully informed. In conjunction with the management team the Head teacher and Inclusion Manager will be responsible for monitoring and evaluating the success of this policy and information report and ensuring that necessary revisions are undertaken. The Head teacher will work closely with the Inclusion Manager as part of the Senior Leadership Team, with whom regular meetings are scheduled.

The role of the Inclusion Manager

The Inclusion Manager (who has responsibility for SEND) is Mrs. Louise Aldridge. She is also the Deputy Head teacher and gained the National Award for SEND Coordination in 2016. She can be contacted via the school office.

The role of the Inclusion Manager includes:

- The strategic development of the SEND policy and provision alongside the Head teacher and the Governing body;
- The daily implementation of the school SEND policy;
- Co-ordinating specific provision made to support pupils with SEND, including those with EHCP (Education Health and Care Plans);
- Providing professional guidance to colleagues, working closely with staff, parents and external school partners;
- To co-ordinate and be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that SEND pupils receive appropriate support and high quality teaching;
- Providing professional support and advice on the graduated approach to SEND support.
- Maintaining the school’s SEND register and overseeing the records on all SEND Pupils;
- Disseminate to staff the outcomes of discussions and reports from external agencies;
- Managing Learning Support Assistants (LSA);
- Advise on the deployment of the SEND budget and resources to meet pupil’s needs effectively;
- Contributing to the in-service training of staff, attending meetings and courses and disseminating relevant information to staff;
- Liaising with potential next providers of education to ensure a smooth transition for
SEND pupils and their parents in admissions to Bushy Hill Junior School and into secondary education;

- Liaison and being a key point of contact with parents and external agencies;
- Liaison with the Head teacher and Governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements (Code of Practice 2015 6.9).

**The role of the class teacher**

Bushy Hill Junior School adopts the principle in the SEND Code of Practice 2015:

“All teachers are teachers of pupils with special educational needs.”

Teachers are therefore responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants (LSAs).

Teachers work towards the aims of this policy by:

- Closely liaising with the Inclusion Manager in the identification, assessment, planning and monitoring of provision for children with SEND;
- Ensuring they are aware of the needs, desired outcomes, support and strategies for the special educational needs of pupils in their class;
- Providing a challenging, differentiated and stimulating curriculum;
- Ensuring all children can participate to their full potential in all learning, including physical and practical activities;
- Using a variety of learning styles, in order to meet the different needs of children;
- Being responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they should still retain responsibility for the pupil. They should work closely with Learning Support Assistants (LSAs), to plan and assess the impact of support and interventions and how they can be linked to classroom;
- Helping children to manage their emotions (particularly trauma or stress) and providing pastoral care;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Regularly assessing the progress of all pupils and responding proactively to this assessment data;
- Recognising parents/carers as partners in the educational process and informing them of their child’s needs;
- Undertaking training to meet the needs of children with SEND in the school.

**The role of Learning Support Assistants**

At Bushy Hill Junior School, LSAs support the learning and participation of all pupils in the class, including pupils with SEND, who may be supported either individually or in groups.

Teachers plan lessons to make effective use of their LSAs to ensure their impact is significant in contributing to their learning and achievement. LSAs have high expectations of all pupils and use their subject knowledge to enable all pupils to achieve the learning objective in lessons.

In order to maximize the impact of LSAs, Bushy Hill Junior School follows the guidance set out by the Education Endowment Foundation (EDF). This ensures the following principles are adhered to:
• LSAs receive training in order to continue their professional development;
• Pupils who need additional support have as much time with the class teacher as other pupil’s do;
• Where pupils are supported by LSAs, they are encouraged to develop the skills of independence and take ownership of their learning;
• Where LSAs are delivering interventions outside of the classroom, liaison is in place to ensure the learning is consistent with, and extends, work inside the classroom;
• Teachers and LSAs have a schedules time to meet in order to share lesson planning and give feedback;
• Pupils with EHCP’s receive personalised support and provision to help them achieve the outcomes set out in their plan.

Who can a parent/carer contact if they have any concerns?

We are committed to acting swiftly and positively to address and resolve problems using a collaborative approach.

If a parent/carer wishes to discuss their child’s special educational needs or they are unhappy about any issues regarding the school’s response to meeting these needs please then they should:

• Initially meet with the child’s class teacher;
• If the situation is not resolved, arrange to meet with the Deputy Head Teacher/Inclusion Manager;
• Meet with the Head teacher.

Please refer to the Complaint Procedure Statement which is available on the school website for more detail.

Useful websites for parents/carers

For impartial and independent information, advice and support relating to SEND, parents may wish to contact SSIASS (Surrey SEND Information Advice and Support Service) who provide impartial, confidential and free support to empower parents, children and young people.

https://sendadvicesurrey.org.uk/

Surrey Local Offer online hub for 0-25 year olds

https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page

Section 5: Links with other policies and procedures

SEND:

• SEND Information Report
• SEND Code of Practice
• SEND Code of practice (summary)
• Waves of Teaching

Other:
This policy was rewritten initially in April 2015 by the Inclusion Manager, to reflect the statutory guidance set out in the SEND Code of Practice 0 – 25 (2014), with reference to the Surrey guidance. It was made available to members of the whole school community, including governors, Senior Leadership Team (SLT), teachers, learning support assistants and parents of pupils with SEND, before it was agreed. It was amended in March 2017 to take into account changes to Surrey SEND procedures.

This policy is reviewed every 2 years in line with and with reference to the following:

- The 2014 SEND Code of Practice, (Updated 2015) 0 – 25 statutory guidance
- NASEN guidance which is line with the special educational needs and disability regulations 2015
- Special Needs Information Press and advice from a Special Needs Consultant: ‘Strictly Education’
- Equality Act 2010: advice for schools DfE 2013:

| How this policy was produced and who we consulted | A copy of this policy can be accessed on the school website under the information tab. |
| How it was shared with stakeholders | A hard copy of the policy is available on request from the school office. Please let us know if you need this to be available to you in a different format (e.g. enlarged font). |