Special educational needs and disability (SEND) code of practice: 0 to 25 years

This policy takes account of the statutory guidance for the SEND Code of Practice: 0 – 25 years 2015. It should be read in conjunction with the school’s other policies.

The Governing Body and Headteacher of Belmont Primary School take overall responsibility for the school’s SEN and Disability Policy, the school as a whole is involved in its development.

Definition of Special Educational Needs SEND Code of Practice 2015

A child or young person has SEN if they have a learning difficulty or disability that 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, 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.

Fundamental Principles and Aims

The detailed guidance in the code of practice is informed by general principles which we have kept clearly in mind when developing Belmont Primary School’s SEN and Disability Policy.

- All children with SEN and Disability will have their needs met.
- All children with SEN and Disability will be offered full access to a broad, balanced and relevant education.
- The views of the parents and children will be sought and taken into account.
- We will ensure that all children are valued equally regardless of disability, learning needs, culture or gender. We aim to provide a wide range of opportunities for all children and to ensure that every child makes the best possible progress in all areas of their education.
- We will promote effective partnership and involve other professionals when appropriate in line with the statutory guidance of the SEND Code of Practice 2015.

Objectives

- The Headteacher, Special Educational Needs Coordinator (SENCO) and staff will work together, in consultation with parents, to identify children with SEN and Disabilities as soon as possible. This will include children who are experiencing difficulties in learning, but are not necessarily on the SEN register.

- The Headteacher, SENCO and staff, in consultation with parents and other professionals, will ensure that the child’s needs are met through agreed programmes of work.
• The Headteacher and Special Educational Needs Co-ordinator (SENCO) will ensure that all children with SEN and Disability are supported as needed by all staff at all times of the school day.

• The SENCO and staff will work closely with parents / carers to encourage effective home school liaison.

• The school staff will work collaboratively with external agencies as needed.

• The Governors, Headteacher and SENCO will review the SEN and Disability policy annually to ensure that it reflects the work of the school and continues to meet statutory guidance.

**Provision**

The named SENCO is Katie Smith, with Michelle Neighbour as Special Educational Needs Assistant (SENCA) and Judith Peel, Head Teacher as SENCO Support.

The named SEN Governor is Liz Cumbo.

All children will be admitted to the school within the Blackburn with Darwen Admissions Policy.

• The School Governing Body, Head Teacher and SENCO are responsible for providing, co-ordinating, monitoring and evaluating the educational provision for children with special educational needs and disabilities.

• The school’s provision map will be used to record and review the provision and progress of all children who have experienced some difficulty in learning.

• The SEN Governor and SENCO work closely together to ensure that the SEN Governor is kept informed about policy, provision and progress.

• The Head Teacher in liaison with the SENCO will report annually to the Governors’ Curriculum Committee regarding policy, provision and progress, and termly to the Full Governing Body regarding external agencies working in school, so that Governors can ensure that the necessary provision is made for all pupils who are experiencing difficulties in learning or pupils with a disability.

• The school has an Accessibility Plan that is reviewed regularly and ensures that the school is accessible to all pupils. Any additional facilities or resources will be provided as needed.

• The School Governing Body, Head Teacher and SENCO ensure that pupils with SEN and Disability join in the activities of the school with all other pupils, so far as is reasonably practical.

• The School Governing Body, Head Teacher and SENCO ensure that appropriate in- service training is provided for all staff to meet the needs of children with SEN and Disability.
**The Special Educational Needs Co-ordinator**

The key responsibilities of the SENCO include:

- Overseeing the day to day operation of the school’s SEN and Disability policy.
- Coordinating provision for children with SEN and Disability.
- Liaising with and advising teachers.
- Managing learning support assistants (teaching assistants).
- Overseeing the records of all children with SEN and Disability.
- Liaising with parents of children with SEN and Disability.
- Contributing to the in-service training of staff and ensuring that all staff are trained appropriately.
- Liaising with external agencies including the LEA’s support and educational psychology services, health and social services, and voluntary bodies.

**Information about the school's policies for identification, assessment and provision for all children with SEN and Disability.**

Education Health Care Plan (EHCP) provision - we ensure the LA provision made for a pupil via an EHCP is carried out fully and reviewed as identified.

All children with SEN and Disability will be fully integrated and will be offered full access to a broad balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum. Children will have access as needed to 1:1 and small group teaching.

Care is taken to ensure that the timetable for children with SEN and Disability does not preclude involvement in other curriculum areas. Where children are withdrawn for additional support it is for a time-limited period for specific targeted support that is outlined in the child’s IEP. Care is taken to ensure curriculum continuity for individual children.

Care needs to be taken to ensure that as far as possible the child's views are taken into account.

Once a year, parents and children on the SEN register or with an EHCP are asked for written feedback about the provision for the child.

**Identification and Assessment arrangements**

The school policy for SEN and Disability follows the guidance of the Code of Practice for SEN support.

The triggers for intervention through SEN support could be the concern about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child’s area of weakness.
• Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.

• Presents persistent emotional or behavioural difficulties that are not improved by the behaviour 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.

The teacher’s concern, underpinned by school evidence on progress and attainment will be the trigger to register a child at SEN support. Professionals from health or social services may also be involved at this stage. Working in collaboration with parents and SENCO, teachers must collect all possible information about the child. They will be responsible for initial assessment, that is appropriate as part of the delivery of the National Curriculum. This will focus on the child’s preferred learning style and characteristics, the learning environment the school is providing for the child, the task and the teaching style. Some on-going year group assessment will be incorporated into the developing profile of the pupil. The evidence to support identification includes:

**Reception**

- Revised Early Years Foundation Stage Assessment.
- Motor Skills Assessment.
- Other appropriate assessments needed for individual children.

**Yr1 - Yr 6**

- Assessment through New National Curriculum Objectives internal summative assessments.
- SATs results.
- End of Key Stage Target setting.
- P-Scale assessments for pupils working below the National Curriculum levels.
- Other appropriate assessments in relation to the child’s individual needs.

(Please see School assessment policy for details)

The class teacher discusses their concern with the child’s parents and will inform the SENCO, who will register the pupil and agree that advice and support are needed. The class teacher and SENCO draw up an Individual Education Plan (IEP) and share this with the parents. The IEP and associated support are implemented. In each individual case the class teacher and SENCO will determine whether there is a need for further advice and support. The school should make full use of all available classroom and school resources before calling on outside resources. Progress will be reviewed, with parental involvement through Parent Consultation Evenings, which are held each half term, and new targets are set.

Adequate progress could be defined as follows:

- It closes the attainment gap between the child and their peers.
• It prevents the attainment gap growing wider.
• It is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
• It matches or betters the child’s previous rate of progress.
• It ensures access to the full curriculum.
• It demonstrates an improvement in self-help, social or personal skills.
• It demonstrates improvements in the child’s behaviour.

If necessary, information will be collected from outside agencies.
If there is no longer cause for concern parents / carers will be consulted regarding the child being removed from the special needs register.

If progress is not satisfactory (and at least 2 IEPs have been implemented and reviewed) when strategies for improvement have been drawn up and implemented for at least a term, or it is clear that outside expertise is needed urgently, further advice will be sought from LA services which may include the SEND Support Service and Educational Psychology Service. Following discussion between class teacher, parents/ carers and SENCO the latter will consult with the Head Teacher regarding the involvement of external services as needed. The SENCO with the teacher will review available information and consult support services. Any further relevant advice will be sought. When the external services make the recommendation, an IEP will be drawn up to include the advice of the relevant service. The IEP will be implemented. The IEP will be reviewed in consultation with parents.
Following the review there are 2 possible outcomes:

• Continue at SEN Support.
• The Head Teacher requests statutory assessment. (i.e. application for an Education Health Care Plan)

If a pupil's progress has been at least satisfactory for at least 2 review periods the SENCO, in consultation with the Head Teacher, parents / carers and external specialists may decide the pupil no longer needs external support intervention and special educational provision. If the pupil's progress is at least satisfactory, the class teacher, SENCO and support service draw up a revised IEP. If by the second IEP review the pupil's progress is not satisfactory, the Head Teacher, on the advice of the SENCO should advise the LA that a statutory assessment might be necessary. The parents will be consulted throughout these processes.

**Multi-disciplinary Assessment**

It is the responsibility of the Head Teacher to initiate a multi-disciplinary assessment where all the relevant services are invited to provide a record of the pupil's special educational needs and forward the information to the LA. The bodies involved may include school, parents / carers, Educational Psychology Service, Behaviour Support Service, SEND Support Service, Health Services, Social Services and any other support services involved with a pupil at SEN Support. The LA will assess this information and decide whether or not to issue an EHCP.
**Issue of an Educational Healthcare Plan (EHCP)**

Where a pupil is issued with an Educational Healthcare Plan, it clearly establishes the provision necessary for the pupil. The school will ensure that this is implemented, in consultation with parents / carers.

**The Governing Body evaluates the success of the education that is provided for pupils with SEN and Disability in the following way:**

The SEN Governor and SENCO / Headteacher meet at least once a term to discuss and update on SEN and Disability issues as needed. SEN and Disability is on the agenda of the Autumn Term Governor’s Curriculum meeting at which any changes to the SEN and Disability Policy are also discussed.

**The following are issues for discussion:**
To what extent the SEN and Disability policy is being met.

The ways of collecting the evidence include:
- Seeking the views of the parent / carer and child.
- Analysis of progress using SATs/EYFS/Internal assessments/progress towards meeting IEP targets.
- Classroom monitoring.

**Resourcing**

The delegated SEN budget is deployed according to clear objectives. The cost of teaching assistant support for all children with special educational needs is met from the delegated budget. Additionally this fund supports the maintenance of appropriate resources, the existence of small class sizes, the time of the SENCO / Headteacher in managing SEN issues and the implementation of the revised Code of Practice by class teachers. The School Budget Share is used to ensure relevant teaching assistant training. Provision Mapping is used to keep a record on the exact expenditure of SEN and to whom and how it is allocated.

**Staff INSET**

- The SENCO attends Network meetings organised by the LA along with other training opportunities which ensure an up-to-date knowledge of current issues.
- All Staff development takes account of SEN/Inclusion issues.
- All Teachers and Teaching Assistants are given appropriate training.

**Parents**

Following the principles of the revised Code of Practice the school recognises that working in partnership with parents plays a key role in promoting the culture of co-operation between parents, schools, LA and others. This is important in enabling children and young people with SEN and Disability to achieve their potential.

School staff will work in partnership with parents / carers to:
• Recognise and fulfil their responsibilities as parents / carers and play an active and valued role in their children’s education.
• Have knowledge of their child’s entitlement within the SEN framework.
• Make their views known about how their child is educated.
• Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Arrangements to deal with complaints from parents of pupils with special educational needs and disability

Any parental concerns should be addressed to the SENCO as named in the policy who will liaise with the Head Teacher and Governors as appropriate.

Information about the School's partnership with outside agencies

Once a need has been identified the SENCO will liaise with the appropriate outside agencies:
• LA Administrator.
• Social and Health services to include Education Welfare Service, School Medical Service, Child and Adolescent Mental Health Service, Consultant Paediatricians.
• Advisory teachers - sensory impairment (hearing/vision), language impairment.
• Speech and Language Therapy.
• Support services – SEND Support Service, Educational Psychology Service.
• Advice from organisations will be sought where appropriate e.g. Down's Syndrome Association, British Epilepsy Association, British Dyslexia Association.

School Transitions

Where a change of school takes place, the SENCO together with the Headteacher will be responsible for ensuring the transfer of all relevant documentation / information. When transferring to secondary education, there will be liaison between the appropriate primary and secondary school staff in consultation with parents / carers.

Signed: ____________________
Chair of Governors

Date: ______________________ 27.2.19.

Date for review: February 2021