

BIDFORD ON AVON CHURCH OF ENGLAND PRIMARY SCHOOL

POLICY FOR SEND

All children have a human right to be educated alongside their peers. At Bidford School we are fully committed to meeting the needs of those pupils with SEND so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. In meeting these responsibilities, Bidford School has due regard to the SEND Code of Practice 2014 and the Equality Act 2010 and makes reasonable adjustments.

Definition of SEND

With regard to the Code of Practice 2014 Bidford Primary School describes SEND for pupils with issues from the following categories :

Communication and Interaction; Cognition and Learning; Social, emotional and mental health difficulties and Sensory and / or physical needs.

Principles and Values

In providing for those pupils defined as having SEND at Bidford School we seek to:

- ◆ ensure that all pupils are valued equally
- ◆ ensure that all pupils make progress
- ◆ work in close partnership with parents/carers and children
- ◆ ensure that SEND needs are identified and assessed as early as possible
- ◆ ensure pupils' needs are met as soon as is practicable
- ◆ ensure that all children have access to a relevant, broad and balanced Curriculum
- ◆ ensure all children have physical access to learning environment
- ◆ work proactively with the Warwickshire LA and other agencies, including Social Services, parent support groups, psychologists and medical services, in identifying, assessing and meeting additional needs
- ◆ maintain and develop a range of expertise within the school
- ◆ monitor, review and evaluate policy and provision on a regular and systematic basis in line with all other policies.

Partnerships

At Bidford School, we believe that to meet successfully the needs of children with SEND, requires strong partnership between all those involved – Warwickshire LA, parents/carers, children, staff and other agencies. We realise the importance of a clear understanding of roles and responsibilities, striving for clarity of information and good communication.

Partnership with Parents/Carers

When a child is in care, the carers are accorded the same rights and responsibilities as reasonable parents.

At Bidford School, we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that parents play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home.

At Bidford School, we endeavour to support parents so that they are able to:

- ◆ recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- ◆ have knowledge of their child's entitlement within the SEND Framework
- ◆ understand procedures and documentation
- ◆ make their views known about how their child is educated
- ◆ have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents are encouraged to seek help and advice from the LA Parent Partnership Service, which should provide support, information and relevant training.

Class teachers inform parents when special needs are first identified and keep parents informed of any changes, encouraging them to participate from the outset and throughout their child's educational time at the school.

At Bidford School, we acknowledge the difficulties parents can face when their child is going through Statutory Assessment; therefore, we endeavour to provide extra support as the child goes through this process.

Parents are informed of the Additional needs Policy implementation and any changes to the policy in the Annual Report. This policy is available to parents on request.

Roles and Responsibilities

Provision for pupils with Additional needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and Inclusion Manager, all members of staff have important responsibilities. "All teachers are teachers of SEND" CoP 2014

The Governing Body

The Governing Body, with the Head Teacher and staff at Bidford School, has agreed this policy and the procedures for meeting the needs of those pupils with SEND, with or without an EHCP. The Governors determine the staffing and funding arrangements and generally oversee the school provision and work.

The SEND Governor, **Mrs Paula Moore** monitors the school's work closely on behalf of the children with SEND through visits and regular meetings with the Inclusion Manager. The Governing Body reports annually to parents on the school's policy on SEND.

The Governing Body of Bidford School endeavours to follow the guidelines as laid down in the Code of Practice 2014 in order to:

- ◆ do its best to ensure that the necessary provision is made for any pupil who has SEND needs
- ◆ ensure that where the 'responsible person' – the Head Teacher or the appropriate Governor – has been informed by Warwickshire LA that a pupil has SEND, those needs are made known to those who are likely to teach them
- ◆ ensure that all teachers are aware of the importance of identifying and providing for those pupils who have SEND needs
- ◆ ensure that a pupil with SEND needs joins in the activities of the school, together with pupils who do not have special needs, so far as is reasonably practical. This

should be compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated, as well as the efficient use of resources.

Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND needs. The Head Teacher keeps the Governing Body fully informed on SEND issues. The Head Teacher works closely with the Inclusion Manager.

Inclusion Manager

The Inclusion Manager, **Mrs Laurie Whiting** has QTS and, with the Head Teacher, plays a key role in determining the strategic development of the SEND Policy and provision in the school in order to raise the achievement of children with SEND . The Inclusion Manager is a member of the SLT, CAF Lead Professional, Specialist Leader in Education (inclusion) and LA Leading teacher for Inclusion.

The Inclusion Manager takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents and carers and other agencies. The Inclusion Manager provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with SEND.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the Inclusion Manager develops effective ways of overcoming barriers to learning and sustaining effective teaching.

At Bidford School the principle responsibilities for the Inclusion Manager include:

- ◆ overseeing the day-to-day operation of the SEND policy
- ◆ co-ordinating provision
- ◆ liaising with, and advising, teachers
- ◆ managing specific learning assistants
- ◆ overseeing the records of all children with Additional needs
- ◆ the administration of reviews, Individual Education Plans and SEND Register
- ◆ liaising with parents of children with SEND
- ◆ contributing to the in-service training of staff
- ◆ liaising with **external agencies, including Warwickshire LA, EIS IDS and Educational Psychology Services, Health and Social Services and voluntary bodies.**
- ◆ Completion of the Self-Evaluation Process (Alongside Head teacher and SEND Governor
- ◆ Detailing interventions of FSM/SEND pupils in Pupil Premium monitoring document.

At Bidford School we acknowledge the importance of this role and the time required for managing SEND. The Inclusion Manager is given time for administration, assessment and monitoring. Bidford School has appointed an Assistant Inclusion Manager **Mrs Alison Gravelsons** who is also CAF trained.

All Teaching and Non-Teaching Staff

All staff and parents are involved in the development of the school's SEND policy and are fully aware of the procedures for identifying, assessing and making provision for pupils with SEND.

Class teachers are fully involved in providing for the needs of the children in their care at the **Targeted Support** level, and **Higher Needs** level in contributing to Pupil Passports and Pupil Pamphlets and collecting additional information for the Inclusion Manager and other agencies.

Class teachers are responsible for setting suitable learning challenges, responding to pupils' diverse needs, for overcoming potential barriers to learning and for monitoring progress.

TAs, employed to support a child with SEND needs, have appropriate responsibility for the child's specific needs during their time with that child. The TAs liaises with the class teacher and Inclusion Manager on planning, on pupil response and on progress.

Early Identification

At Bidford School we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If the school is aware that a child has SEND before they enter school, every effort will be made to liaise with the early education setting, other agencies and the parents to enable the school to develop a passport or pamphlet and provide additional support if necessary and practicable.

If a child is identified as having a Special Educational Need the school will endeavour to:

- ◆ use information from the child's previous educational experience to provide starting points for the development of an appropriate Curriculum for the child
- ◆ identify and focus attention on the child's skills and highlight areas for early action to support the child within the class
- ◆ use Curriculum and Baseline Assessment processes (Foundation Stage Profile) to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that these form the basis for planning the next stages of learning
- ◆ involve parents in developing and implementing a joint approach at home and in school.

Bidford School is open and responsive to expressions of concern by parents, and takes account of any information that parents provide about the child.

Record-keeping

At Bidford School, we acknowledge the importance of keeping records to meet the needs of individual pupils. The following procedures are followed.

- ◆ Class teachers have responsibility for keeping records of concerns, intervention and progress in the class.
- ◆ The Inclusion Manager is responsible for ensuring that comprehensive records are kept properly and available as needed.
- ◆ If the school refers a child for Statutory Assessment to Warwickshire LA a record of the child's work, including the resources or special arrangements already used are made available.
- ◆ Bidford school uses Pupil Friendly and Own Design for all Passport and pamphlets and Intervention/Provision plans.
- ◆ On transfer to another educational establishment, the school provides full pupil records to the receiving school, even if the receiving school does not lodge a

request. Such records include all the information held by the Inclusion Manager, including plans (where appropriate).

- ◆ A record of the child's progress and behaviour is kept in the child's Pupil Record and in their SEND file.

Monitoring Children's Progress

At Bidford School, the progress of all pupils is monitored throughout the school by the SLT. Class teacher keeps records using tracker grids and 'p'level profiles and provides differentiated work, where appropriate. Where the teacher is concerned about a child's progress, the following procedures are followed.

Class teachers use the referral document **SEND Concerns**

SEND SUPPORT and MANAGEMENT – A Graduated Response

Universal Support

Class teachers follow the **Assess Plan, Do, Review** process:

- **Assess** - *before identifying a child as needing SEND support the class teacher, working alongside the Inclusion Manager, will establish a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, as well as information from the school's core approach to pupil progress, attainment and behaviour. It will also draw on the individual's development in comparison to their peers, the views and experiences of parent and, the child's own voice. This assessment will be regularly reviewed.*
- **Plan** – *where it is decided to provide a pupil with SEND support, the parents will be notified. The Inclusion Manager, Class teacher, Parent and Child will agree the type of interventions and support to be put in place. In addition to this, arrangements for measuring the impact of interventions will be made clear and a review date set.*
- **Do** – *The class teacher should remain responsible for working with the child on a daily basis. Where interventions involve group or one to one teaching away from the main class teacher, they will retain responsibility for the pupil, working closely with TAs to assess rate and pace of progress.*
- **Review** – *The effectiveness of the support and impact on the child's progress will be reviewed in line with agreed dates. The impact of the support provided, along with the views of the pupil and their parents, will be consider in the analysis of pupil need. A revision of support will be made in the light of this analysis.*

Provision Maps: Bidford Primary School records all additional Interventions on a whole school Intervention Plan.

Targeted Support

All children at this stage are placed on the SEND Register and are entitled to a Pupil Pamphlet. The Inclusion Manager and class teacher collaborate on the formation of the Pupil Pamphlet and it is shared with parents as a draft.

Pupil Pamphlets only record what is different from, or additional to, the differentiated Curriculum and plots a pathway to success.

Where a child is at serious risk of disaffection or exclusion, the Pamphlet should reflect appropriate strategies to meet their needs. Inclusion Manager may advise (PSP) Pastoral Support Plan and Behaviour Action Plans (BAP).

Higher level is the next stage in the SEND support and assessment process, when external services become involved. Pupils at this stage receive a Pupil Passport.

At a review meeting the school and parents might decide to request help from the external services. Bidford School approaches specialist consultants when it acts on behalf of a child. These consultants usually see the child in school, if that is practicable, so that they can give advice to teachers on new plans with fresh targets and accompanying strategies. The support could include assessment and writing reports or advice as well. The kinds of advice and support vary according to the needs of the child.

Statutory Assessment Category

The SEND needs of the majority of children in Bidford School can be met effectively through Universal or targeted support. However, in a small number of cases, where the child remains a significant cause for concern after intervention in Targeted Support, the school will ask the Warwickshire LA for a Statutory Assessment in the form of an Education Health Care Plan (EHCP).

Statutory Assessment constitutes consideration by the LA working co-operatively with parents, the child's school and, as appropriate, other agencies, to decide whether a Statutory Assessment of the child's educational needs is necessary. If so, the assessment is conducted in close collaboration with the parents, school and other agencies. The school is aware that Statutory Assessment does not always lead to an EHCP.

Warwickshire LA seeks evidence from the school that strategies and programmes implemented over a period of time have been unsuccessful. The LA needs information about the child's progress over time and clear documentation on the child's Additional needs and the action taken to deal with these needs.

Evidence Needed for Statutory Assessment

Bidford School provides:

- ◆ the school's action throughout the Graduated Response individual education plans for the pupil
- ◆ record of regular reviews and their outcomes
- ◆ the pupil's health, including medical history where relevant (through liaison with school medical officer)
- ◆ National Curriculum Levels
- ◆ evidence of progress over time
- ◆ attainments in Literacy and Mathematics
- ◆ Record of Family Conversations
- ◆ Records of My Views (Pupil Voice)
- ◆ educational and other assessments, for example from an advisory specialist, support teacher or Educational Psychologist
- ◆ evidence of the involvement of other professionals
- ◆ Costed IEP

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- ◆ Warks Matrix
 - ◆ any involvement of Social Services or Education Welfare Service.

The description of the child's learning difficulty and progress, with information about the specialist provision made, forms the basis on which the LA can consider whether a Statutory Assessment is necessary.

In the meantime – and whilst any assessment is being made – the child is supported through increased Targeted Support.

Immediate Referrals

Within the Code of Practice, provision has been made for immediate referrals for those children who demonstrate such significant difficulties that the school considers it impossible or inappropriate to carry out in full the chosen assessment procedures. A child, for example, could have a severe sensory or other impairment that, without specialist intervention beyond the capacity of the school, will lead to increased learning difficulties. At Bidford School, such immediate referrals to the LA are made as the need arises.

EHCPs

When the LA has completed its assessment of a child, it will decide whether to issue an EHCP. The EHCP should specify clearly the provision necessary to meet the needs of the child.

Bidford School endeavours to provide education in line with the recommendations, including appropriate facilities and equipment, staffing arrangements and Curriculum, any modifications to the application of the National Curriculum and any appropriate exclusions from the application of the National Curriculum and changes needed to maintain a broad and balanced curriculum.

All children with an EHCP have short-term targets set out in an Pupil Passport . At Bidford School, Pupil Passport for pupils with EHCP are prepared by the Inclusion Manager, with support from the external agencies and the class teacher.

Where the LA declines to provide an EHCP the school can request a reassessment after six months. Parents, too, have a right of appeal against the decision to the SEND tribunal.

Transition Review

All EHCPs are reviewed when parents, the LA, the school and other professionals involved, consider the progress the pupil has made over the previous twelve months and whether any amendments need to be made to the Special Educational Needs Provision.

The timing of the review should reflect the circumstances of the child, for example, if leaving Primary school.

The purposes of the review are:

- ◆ to assess the child's progress towards meeting the objectives specified in the EHCP
- ◆ in the case of the first annual review, to assess the child's progress towards the targets in the Pupil Passport
- ◆ to review the special provision made for the child
- ◆ to consider the appropriateness of the EHCP in the light of the child's performance

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- ◆ to consider if the EHCP is to be maintained.

Transition Review Procedures

At Bidford School, the Head Teacher has delegated responsibility for the administration of Transition Reviews to the Inclusion Manager. The Head Teacher assists with reviews where appropriate.

- ◆ The Inclusion Manager provides the LA with a report following each annual review. (This is in accordance with the new guidelines from LA)
- ◆ The Inclusion Manager seeks written advice from:
 - the child's parents
 - anyone specified by the Authority
 - anyone else the Inclusion manager considers appropriate.
- ◆ The Inclusion Manager endeavours to circulate a copy of all advice received to those invited to the meeting, at least two weeks in advance.
- ◆ The school's advice should contain commentary on:
 - the child's progress towards meeting the objectives in the Statement
 - progress towards short-term targets
 - the application of the National Curriculum
 - the progress in behaviour and attitude towards learning
 - the continued appropriateness of the Statement.

Transitional Review Meeting

The review meeting is normally arranged in the school and should be chaired by the Inclusion Manager.

The Inclusion Manager will convene the meeting, inviting the child's parents/carers (parents should be encouraged to attend and contribute their views), a relevant teacher, the Inclusion Manager, a representative of the LA, any person whom the LA considers appropriate, and any other person whom the Inclusion Manager thinks appropriate.

All pupils at Bidford School are involved, attending part of, the review.

Agenda items consider the following:

- ◆ whether the EHCP remain
- ◆ whether any amendments are required
- ◆ whether the LA maintain the EHCP, or if the LA should be recommended to cease the Statement and the child's needs be met in Targeted Support?
- ◆ any new targets to meet the objectives set out in the EHCP
- ◆ whether any additions or amendments should be made to an existing transition plan.

After the Transitional review, the Inclusion Manager prepares a report and submits it to the LA no later than ten school days after the review.

Transfer to Secondary School

When organising the annual reviews, Bidford School considers the following points before the child's transfer to Secondary school.

- ◆ The move to Secondary school will be considered in the review in Year 5.
- ◆ In most cases, it is possible in the Year 5 review to give clear recommendations on the type of provision the child will require at Secondary stage.
- ◆ Parents will be encouraged to visit the Secondary schools to consider the options available to them.

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- ◆ If the options are not clear, an interim review will be held early in the Autumn Term of Year 6.
 - ◆ The child's EHCP should be amended by February half term of the year of transfer, in the light of recommendations of the annual review, the parent's views and preferences and the response to consultation by the LA with the school or schools concerned.
 - ◆ It is important for placements to be finalised as early as possible in order for advance arrangements to be made.
 - ◆ The Inclusion Manager of the receiving school will be invited to the final annual review.

Resources

Funding for SEND is received through the LA budget. School adheres to the LA's formula for funding. Funding for administration, teaching support, other agencies and materials, is provided by the SEND element of the school budget. SEND funding is reviewed annually and reported to parents and in the Governors' Report.

The Inclusion Manager maintains detailed records of all pupils on the SEND Register.

Teacher's resources are stored in the Inclusion Manager's office for easy access for all teachers and assistants. This includes information relating to the nature of various types of SEND, the symptoms expressed and strategies for providing for the need. There are lists of contact addresses for support agencies so that the work on behalf of a pupil with SEND can continue in the absence of the Inclusion Manager.

The school has a relevant and up to date accessibility plan.

Evaluation

This policy will be the subject of continuous review by the Head Teacher, Inclusion Manager, SEND Governor, teaching and non-teaching staff. It will be an agenda item on the full annual Governors' Meeting, from which the annual report to parents on SEND will be written. The school might, from time to time, set specific targets against which the success of particular aspects of the policy can be measured.

Complaints Procedures

In the first instance, parents' complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the Whole-School Complaints Policy.

Warwickshire – Local SEND Offer

<http://www.warwickshire.gov.uk/send>