



**Bowesfield**  
Primary School

# **Bowesfield Primary School**

## **Special Educational Needs and Disability Policy**

Date approved by Governing Body: 26.9.19.
Review Date: September 2020
SENCO: Kayleigh Icton
SEN Governor: Dasha Attwood

## Special Educational Needs and Disability Policy

This policy has been written in line with the United Nations Convention on the Rights of the Child- Articles 2, 3, 12, 28 and 29. To read these articles please see Appendix A.

### Statement of intent:

Bowesfield Primary is school where every child is welcomed and diversity is celebrated. Each child has unique qualities, skills and differences that are embraced within every classroom and celebrated throughout the year. All staff at Bowesfield are committed to providing equality and anti-discriminatory provision for all children including those with special educational needs and disabilities. Dedicated and committed staff provide a rich curriculum for each and every child in school regardless of their special educational needs status. A nurturing culture of high aspirations for all is promoted to enable children to reach their ambitions. We aim for all children in school to flourish, regardless of their individual needs.

### Definition of Special Educational Needs:

“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.”

A child has a learning difficulty if he or she:-

- a) has a significantly greater difficulty in learning than the majority of others of the same age.
- b) 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.

Special educational provision:

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.

(Special educational needs and disability code of practice: 0 to 25 years, January 2015 pages 15-16)

### Principles:

Section 19 of the Children and Families Act 2014 makes it clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:

The views, wishes and feelings of the child or young person, and the child's parents.

The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.

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The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

*(Special Educational Needs and Disability Code of Practice: 0 to 25 years, January 2015 page 19)*

### **At Bowesfield Primary we aim to:**

- Promote an inclusive culture, with high expectations for every child, removing barriers to learning.
- Identify any special educational needs early, so that children are supported in making good progress.
- Support children through a high quality, differentiated curriculum and targeted interventions, so that they achieve well.
- Support children in successful preparation for transition between year groups, schools and adulthood.
- Support staff in teaching children with SEN, through training.
- Monitor and evaluate the progress of children with SEN and the impact of interventions regularly.
- Take into account the views and wishes of the child when making decisions, in the light of their age and understanding.
- Work in partnership with parents, taking into account their knowledge of their child and their views about their child's needs and education, keeping them informed, providing them with choice about support for their child.
- Work with other agencies to meet children's needs and inform practice.

### **Admissions**

Bowesfield Primary School is a mainstream school with no specialist provision. The Admissions Policy follows the recommended LA and DfE guidelines.

### **Roles and Responsibilities**

The Governing Body must:

- do its best to secure that the necessary provision is made for any pupil who has special educational needs
- ensure that, where the 'responsible person' - the headteacher or the appropriate governor, has been informed by the LA that a pupil has special educational needs, that those needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs

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- consult the LA as appropriate and the governing bodies of other schools, when it seems necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs so far as is reasonably practical and compatible with the child receiving the necessary special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- report to parents on the implementation of the school's policy for pupils with special educational needs

*(See Section 317, Education Act 1996)*

- have regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs

*(See Section 313, Education Act 1996)*

- ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

*(Special Educational Needs and Disability Code of Practice: 0 to 25 years, January 2015 page 92)*

The Governing Body must also make sure that:

- they are fully involved in developing and monitoring the effectiveness of the school's SEN policy
- all governors, especially any SEN governors are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the School Development Plan
- the quality of SEN provision is continually monitored.

**The Governor with responsibility for SEN is Dasha Attwood.**

**The Headteacher:**

- has responsibility of the day to day management of the policy
- keeps the governing body fully informed
- is responsible for liaison with most outside agencies, support agencies and voluntary bodies especially in relation to children with Education Health Care Plans (EHC plans)
- contributes to in-service training

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- liaises with all members of staff as appropriate
- works closely with the SENCo
- monitors and evaluates provision for pupils with SEN
- maintains the most effective allocation and use of special needs funding

**The Headteacher is Emily Hodgeon.**

### **The Special Educational Needs Co-ordinator:**

- must be a qualified teacher working at the school
- must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment
- has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC Plans
- provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCo should 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 pupils with SEN receive appropriate support and high quality teaching
- advises staff on the graduated approach of providing SEN support
- works closely with the Headteacher, Senior Leadership Team, Designated Teacher and other staff
- liaises with parents and carers of pupils with SEN
- is a key point of contact, liaising with external agencies and co-ordinates specialist provision
- ensures that SEN data for pupils is kept up to date on SIMS
- works with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- co-ordinates cross phase / cross school transition for children with SEN
- contributes to staff training and development
- oversees the records of all children with SEN
- monitors pupils' progress

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- organises, and attends / co-ordinates regular meetings with staff and parents
- arranges update and review meetings as necessary

### **The SENCo is Kayleigh Iceton**

#### **Teaching Staff:**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

(Special educational needs and disability code of practice: 0 to 25 years, January 2015 p99)

Teachers will:

- provide high quality, differentiated teaching
- identify and provide interventions that are additional to or different from those provided as part of the usual differentiated curriculum
- gather accurate, formative assessments
- work alongside children and parents/carers to set targets and review provision
- liaise with the SENCo, headteacher and other agencies as appropriate

#### **Teaching Assistants:**

- ensure that interventions take place as planned
- keep teachers informed of progress and any difficulties
- liaise with parents / carers as appropriate
- liaise with the SENCo and headteacher as appropriate

#### **Parents / Carers:**

- keep school informed of any changes which may impact on their child's progress
- attend meetings within school or with other agencies, helping to plan provision for their child
- ensure that their child attends school regularly and punctually

#### **Children:**

- have regard for the rights of themselves and others, and behave in line with their class charter
- tell an adult if they need help with anything
- use targets and feedback to support themselves in improving their work

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- in light of their age and understanding, share their views

### **Allocation of Resources**

An amount of expenditure is specifically allocated to SEN via the school budget share via the LA formula.

Additional resources may be allocated from the school budget in relation to the School Development Plan or children's needs.

This is determined by the Governing Body. Separate funding / resources may be allocated when pupils are in receipt of High Needs Funding, an Education Health Care Plan and / or are Children in Our Care (formally known as Looked After by the Local Authority).

### **Funding is allocated to:**

- teaching resources and materials
- diagnostic testing and assessment materials
- within school support staff for individual or groups of pupils
- any matched funding arrangements for individual or groups of pupils
- specialist advice, support and intervention from external agencies including the Educational Psychology Service, Bungalow Partnership, Speech and Language Therapy and Future Steps

### **Identification, Assessment and Provision**

Children at Bowesfield are taught in mixed ability classes. Within class, they work within both mixed ability and ability groups, on differentiated work. The school enables children with special educational needs to engage in the activities of the school together with children who do not have special educational needs by differentiating the activities for them, changing the activities so that they are accessible to all children or by providing the support children with special educational needs require to participate, for example, through staffing or resources. This can be on an individual basis.

The progress of every child is monitored closely, so that work can be planned to meet their needs. Summative assessments with the progress of vulnerable groups monitored are completed half termly. Pupil progress meetings are held half termly.

At any point, if a teacher is concerned about a child's progress in learning, or behaviour which impacts on learning, they discuss their concerns with the SENCo and a decision is made about whether additional or different provision is required. Support takes the form of a four part cycle: assess, plan, do and review. More information on this can be found as part of our Special Educational Needs Offer available on our website.

### **Early Years**

Once a pupil is identified as having SEN the school has recognised that the pupil requires additional or different action to be taken to support their learning. The class teacher or the SENCo will discuss this with the pupil's parents or carers and with their agreement the pupil will be registered as having SEN and placed on the SEN register. A support plan will be drawn up to state what additional or different help the pupil is to receive from the normal differentiated curriculum.

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This may be in the form of additional support or be a specific intervention to meet the child's needs and accelerate their progress. Progress is reviewed at least termly, or at the end of an intervention if sooner

If the child has made good progress and no longer needs additional or different provision, their name can be removed from the SEN register.

If they are making good progress but it is still felt that they require additional or different provision, the support will continue, working on updated targets.

If there is evidence that the child has continued to make insufficient progress, we may seek further advice and support from professionals with specific expertise. These professionals will contribute to the assessment, monitoring and review of progress and advise on ways to support learning, working in partnership with parents / carers and school.

Professionals include: Local Authority SEN and Inclusion team, speech and language therapy, educational psychology, physiotherapy, occupational therapy, CAMHS and the One Point panel within the Local Authority.

If at any point a child's learning and progress gives significant cause for concern, and there is evidence of support and intervention over a period of time, the school may request statutory assessment of the child's needs. This can also be requested by parents / carers. If statutory assessment (EHCP assessment) is initiated, school must ensure that advice is submitted within timescales.

In addition to school based reviews of progress, any child who has an Education Health Care Plan has an Annual Review of their progress and needs. When children with an Education Health Care Plan are due to transfer to another phase such as Key Stage Three, planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The SENCo will liaise with the SENCo of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

### **Transfer to Another School**

If a child transfers to another school, records will be sent within fifteen school days, including SEN records. If the school uses the electronic recording system CPOMS, they will be advised to make a transfer request, which will be authorised. For children with a high level of need, the SENCo or Headteacher will arrange a transition meeting with the receiving school. Children in need of an enhanced transition to a secondary school within Stockton on Tees will be marked as 'red' on the transition forms, to alert the receiving school to this. They will have additional visits, supported by a member of staff from Bowesfield.

### **Staff Development and Training**

Training and development needs are identified when writing the School Development Plan, in Appraisal reviews and planning meetings.

The SENCo attends SENCo briefing meetings to ensure that knowledge of SEN policy and procedures is current.

### **Complaints Procedure**

(Please also refer to the School Complaints Policy)

Complaints received from parents regarding special educational needs provision within school will be referred immediately to the headteacher. Parents / carers may contact the Governing Body or the Local Authority (LA) if they are not satisfied in the first instance.

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### Working with Parents / Carers

Parents / carers know their children best and hold key information about their child's history and needs. Staff are available to see parents / carers at the beginning or end of the school day, and 'meet and greet' systems ensure that the Pastoral Support Adviser (Claire Cotterill) and Headteacher are at the gates and are available to parents / carers at the beginning and end of the day.

Parents / carers are always informed when there is a concern about their child's progress. They are kept informed of the provision being made for their child, and have a copy of the support plan. If their child is referred to another agency, they are asked to give verbal or for some agencies, signed consent on the referral form.

### Special Educational Needs and Disability Information, Advice and Support Service (SENDIAS)

An information leaflet containing details of Stockton LA's SENDIAS is available in school or can be obtained directly from the LA. Use of this service is voluntary and may be used by parents to prevent difficulties from developing into disagreements.

**A local authority must arrange for the parent/carer of any child in their area with special educational needs to be provided with advice and information about matters relating to those needs.**

**LAs must take whatever steps they consider appropriate to make parent partnership services known to parents, headteachers, schools and others they consider appropriate.**

(See Section 332A, Education Act 1996)

SENDIAS provide a range of flexible services to ensure parents of children with additional needs have access to information, advice and guidance in relation to the special educational needs of their children so they can make appropriate, informed decisions.

These services include access to an Independent Parental Supporter for all parents with children with an Education Health Care Plan who want this, and referral to other agencies, voluntary organisations or parent support groups, which can offer advice and support.

### Pupil participation

Children are fully involved in setting and tracking targets. They are given regular feedback on what they need to do next to improve their work. They are encouraged to reflect on their progress and share their views.

### Links with other Mainstream Schools and Special Schools

The SENCo liaises with SENCOs from other schools when children with SEN transfer into / from Bowesfield so that the receiving school has all the relevant information needed to support the child.

### Monitoring and Review

**The impact and effectiveness of the SEN policy is monitored through:**

- monitoring of the quality of teaching and learning in classes and intervention groups
- analysis of pupil tracking data and value added data for individuals / groups
- school self – evaluation and performance data
- feedback from parents, carers and children
- Leadership Development Partner reports
- OFSTED inspection

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### **Monitoring by the SENCO includes:**

- monitoring SEN support plans at least termly
- termly learning walks to monitor the quality of teaching and learning for children with special educational needs
- monitors the implementation and delivery of interventions across school
- works closely with the school SLT and headteacher to monitor data of pupils with SEN
- attends pupil progress meetings
- monitors the views of pupils to ensure they feel valued and informed

# Special Educational Needs and Disability Policy

## Appendix A

### United Nations Convention on the Rights of the Child

**Article 2 (Non-discrimination):** The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 3 (Best interests of the child):** The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

**Article 12 (Respect for the views of the child):** When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. This does not mean that children can now tell their parents what to do. This Convention encourages adults to listen to the opinions of children and involve them in decision-making -- not give children authority over adults. Article 12 does not interfere with parents' right and responsibility to express their views on matters affecting their children. Moreover, the Convention recognizes that the level of a child's participation in decisions must be appropriate to the child's level of maturity. Children's ability to form and express their opinions develops with age and most adults will naturally give the views of teenagers greater weight than those of a preschooler, whether in family, legal or administrative decisions.

**Article 28: (Right to education):** All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

**Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.