

Bedfont Primary School



Special Educational Needs, Disabilities and Inclusion Policy

Bedfont Primary School is committed to preserving the rights of children in accordance with the United Nations Convention on the Rights of the Child. The articles which underpin this policy are:

- Article 3 – The best interests of the child must be a top priority in all things that affect children.
- Article 12 - Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.
- Article 23 - A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.
- Article 28 – Every child has the right to an education.
- Article 29 - Education must develop every child's personality, talents and abilities to the full.

Approved: February 2015

Next Review: February 2018

Headteacher: Mrs A. Broughton

SENCO KS1/EYFS:

Mrs A. Swasbrook

Assistant Headteacher (Inclusion) Manager: Mrs L. Welch

(Both the SENCO and the Inclusion Manager are part of the Senior Leadership Team)

Inclusion Governor: Mrs C. Hilbery and Ms M. Rioga

Aims, values and beliefs

Bedfont School provides a broad and balanced curriculum for all children and is committed to inclusion. We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where every child can flourish and feel safe. We are committed to giving all of our children every opportunity to achieve the highest of standards.

We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- males and females
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- children who need support to learn English as an additional language (EAL)
- children with special educational or additional needs.
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and/or exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to:

- communication and interaction
- sensory or physical impairment
- cognition and learning difficulties
- social, emotional and mental health difficulties
- or factors in their environment, including the learning environment they experience in school.

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

Aims

To ensure the SEND Code of Practice and guidance from the Children and Families Act 2014 are implemented effectively across the school.

To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.

To continually monitor the progress of all children, to identify needs as early as possible and to provide appropriate support.

To provide full access to the curriculum through differentiated planning by class teachers in collaboration with the SENCO, Inclusion Manager and support staff as appropriate.

To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those children recorded as having SEN.

To ensure that children with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff, parents/carers.

To enable children to make transition from the school well equipped in the basic skills of literacy, numeracy and social independence in order to meet the demands of secondary school life and learning.

To involve parents/carers at every stage in the 'assess, plan, do and review' cycle to meet their child's special needs.

To work within the guidance provided in the SEND Code of Practice, 2014 and to operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.

A 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 (SEND Code of Practice, 2014)

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.
- Is under compulsory school age and fall within the definition of the above descriptors or would do if special education provision was not made for them (section 20 Children and Families Act, 2014)

Identification of children who need support

The school acknowledges that children's needs fall into four general areas: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs.

The importance of identifying a child with special needs early in their education is crucial. The earlier action is taken to support individuals, the more responsive a child is likely to be.

At Bedfont School, children are identified as having a special need through a variety of ways. These include:

- Information gained through meetings with the child's previous setting.
- Concerns raised by a parent/carer.
- Significantly lower than expected levels of achievement and/or rate of progress
- Concerns raised by a member of staff such as unusual behaviour.

- Information gained through meeting with other professionals that might be in contact with the child such as a physiotherapist, speech therapist or paediatrician.

Once a child has been identified as having a special educational need, the school follows the graduated approach as set out in the SEND Code of Practice, 2014 (paragraph 6.44) in order to remove the barriers to learning for that child.

The Graduated Approach

High quality teaching, differentiated for individual children is the first step in ensuring that all children achieve and make progress.

If the class teacher still has concerns about a child's lack of attainment and/or progress despite quality first teaching, a consultation is arranged with either the SENCO or the Inclusion Manager, the class teacher, parents/carers and the child (where appropriate), in order to gather further information and consider whether special educational provision is required.

Starting with the desired outcomes for the child, this meeting will determine the support that is needed and if it can be provided by adapting the school's available resources or whether additional or external expertise is required.

The level of support given is continually reviewed through a process of assessing the child's progress, planning for future learning, providing the necessary support and then measuring the impact of this and considering whether changes need to be made. The parents/carers and the child (where appropriate) are actively involved in each part of this process.

While the majority of children will have their special educational needs met as part of this four stage process, some may require further assessment to determine whether it is necessary for the local authority to make provision through an Education, Health and Care Plan (formerly known as a Statement of Special Educational Needs).

For those children who have an Education, Health and Care Plan, a review involving the parent/carers and the child will be held (either annually or bi-annually according to the child's age) at the school to discuss outcomes, provision and progress.

Support for children with special educational needs

The school supports these children through:

- Support for behaviour
- Bespoke, individual support through specific programmes or interventions
- Support for health needs
- Small group work
- Specialist teaching groups.

Working in Partnership with Parents/Carers

Bedfont School promotes a culture of co-operation between parents/carers and school.

We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher.

We keep parents informed at each stage of intervention and provide clear information relating to the education of children with special educational needs. The class teacher, SENCO and/or Inclusion Manager will meet with parents/carers on a termly basis.

Pupil Participation

Children are encouraged to share their views either verbally or non-verbally using appropriate methods to suit their communication needs. They have a right to receive and make known information, to express an opinion and have that opinion taken into account. Whenever appropriate, children's opinions and views will be sought and they will be encouraged to take an active part in decision making, at all levels, including planning and reviewing their individual education plan (IEP).

Roles and Responsibilities

Governors

- A named governor to have regard to the SEND Code of Practice, 2014 and have responsibility for the implementation of the SEND and Inclusion policy.
- To ensure that arrangements are in place to support children at school with medical conditions.
- To publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, and the facilities provided to assist access of disabled children.
- To ensure that an appropriate proportion of school resources and funds are allocated to special needs provision
- To liaise regularly with the SENCO and Inclusion Manager.

Headteacher

- To take overall responsibility for implementing the SEND reforms.
- To ensure a process is in place for involving parents and children in reviewing provision and planning for children identified as having special educational needs.
- To keep the Governing Body informed of the school's special needs provision.
- To liaise regularly with the SENCO and Inclusion Manager.

SENCO and Inclusion Manager

- To oversee the day-to-day operation of the school's SEN and Inclusion policy in accordance with the SEND Code of Practice, 2014.
- To co-ordinate provision for children with special educational needs.
- To advise on the graduated approach to SEN support and the use of appropriate interventions and strategies.
- To liaise regularly with parents of children with SEN to discuss needs and progress.
- To provide relevant opportunities for staff inset and continued professional development.
- To link with other education settings and outside agencies.
- To advise teaching and support staff on the teaching and assessment of children with special needs.
- To attend inset and appropriate courses.
- To ensure that SEN records are up to date.
- To teach individuals and small groups using appropriate, multi-sensory methods.
- To deal with all transfers of children with special educational needs into secondary school and/or other education settings.
- To liaise regularly with the Headteacher and SEN Governor.

Class Teacher

- To be clear about the desired outcomes of any SEN support.
- To liaise with the SENCO and Inclusion Manager to evaluate the quality and efficacy of support for those children with SEN.
- To have high aspirations for every child and set clear progress targets in order to help them achieve their full potential.
- To involve parents and children in the planning and reviewing process by seeking their views and providing regular updates.
- To make themselves aware of the school's Special Needs and Inclusion policy.
- To be responsible for meeting the special educational needs for the children in their care.
- To keep detailed, accurate records about individuals.

Teaching Assistant

- To be involved in the whole school approach to SEN and work in close partnership with the class teacher and the SENCO/Inclusion Manager.
- To carry out activities and learning programmes planned by the class teacher and the SENCO or Inclusion Manager.

- To keep records of work as requested.
- To effectively support those children with SEN in class or by withdrawing individuals and small groups.
- To attend inset and courses where appropriate.
- To be aware of the school's SEN and Inclusion Policy.

Parents/Carers

- To ensure their child's regular school attendance.
- To inform the school of any concerns or problems.
- To support their child's learning at home.

Facilities and Access

The school has been partially adapted to accommodate children with a physical disability.

The car park has a designated disabled parking space with easy access to the school.

The entrance to the main school building has doors wide enough to allow wheelchair access. There are two disabled toilets on site and the main building has shower facilities.

Disability Equality and Trips

Bedfont School tries to make all trips inclusive by planning carefully in advance, taking into account every child's needs and ensuring that locations visited are easily accessible. Risk assessments are carried out for all trips.

All children are welcome at our after school activities. For those children who require 1:1 support in order to take part in an activity, a 'Needs Analysis' would be completed and discussed with parents.

Resources

Our most valuable resources are our teachers and teaching assistants. In Reception each class has an Teaching Assistant all day with an additional Teaching assistant for four afternoon a week. In KS1 there are 3 full time teaching assistants and 3 part time as well as the class teacher to support children's learning needs. In in KS2 there are 7 teaching assistant allocated to across the phase to support the learning and deliver interventions to each year group.

Those children who have an Education, Health and Care Plan have a designated teaching assistant to support their specific needs.

Additional support is also provided by the SENCO, Inclusion Manager, Assistant and Deputy head teachers.

Working Partnerships with External Agencies

There may be occasions when we need advice from other professionals. We will discuss this fully with parents/carers before contacting any agencies.

Our partnerships include:

- Early Intervention Service – learning and behaviour advisory teachers, Educational Psychology Service and Family Support and Targeted Youth Support
- Social Emotional Behaviour Difficulties Outreach Service (Woodbridge Park)

- SENSS team – children with sensory impairments or physical needs
- Play Therapist
- Family Support Worker
- Speech Therapy Service
- Physiotherapy and Occupational Therapy Service
- School Nurse
- Parent Partnership
- Social Services
- Attendance Officer

Transition Arrangements

Starting school for the first time

Prior to starting Nursery or Reception, a home visit is made by a member of the Foundation Stage team for an informal discussion with parents/carers and the child. When a child transfers to Bedfont School from another educational setting, following a prior visit to the school, a brief meeting is held to discuss any needs and the day to day organisation of the year group.

Transition between year groups:

Children with special needs are prepared for transition to a new year group through frequent visits to the new class during the summer term.

In addition to this, each child is given a transition booklet made specifically with the individual child in mind. The booklet is written as a social story that can be read over the summer break.

Children with Education, Health and Care Plans have a One Page Pupil Profile in which their strengths, needs, differences and special arrangements are documented. The Profiles are updated annually and handed to relevant members of school staff in preparation for the new academic year.

Transition to Secondary School:

Along with parents/carers, Secondary School staff are invited to the final annual review of a child with an Education, Health and Care Plan where current support strategies and the needs of the child are discussed in detail.

The SENCO or Inclusion Manager may arrange additional visits to the secondary school for children prior to transfer.

For other children receiving SEN support, but are not in receipt of an Education, Health and Care Plan, the SENCO liaises with the appropriate Secondary School staff during their visit to Bedfont School in the Summer Term.

Any SEN documentation and information is forwarded to the child's new school.

Staff Development and Training

School staff recognise the value of on-going training and endeavor to keep abreast of current practice and thinking by attending courses and taking part in In-Service Training.

Following a period of induction, new members of staff are offered a variety of training specific to their continuing professional development needs.

The SENCO and Inclusion Manager regularly update their knowledge and awareness of issues relating to SEN by reading and by attending appropriate courses and meetings including the termly SENCO cluster meetings organised by the local authority.

When necessary, external agencies are called upon to give specialist advice and training.

Admission Arrangements

We welcome all children irrespective of need – physical, cognitive, social and emotional – as long as we are confident that the school can provide a quality educational experience which is effective in meeting their particular needs. This would be agreed upon in consultation with parents, outside agencies, the school and the local authority.

Dealing with Complaints

If a parent/carer has any complaints, they should, in the first instance, raise it with the SENCO or Inclusion Manager who will try to resolve the situation.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available on request, from the school.