

**Bearwood Primary and Nursery School**  
**Special Educational Needs (SEN) Policy – September 2018**

**Article 3 (UNCRC)** *All adults should do what is best of you. When adults make decisions, they should think about how their decisions will affect children.*

**Article 4 (UNCRC)** *The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.*

**Article 12 (UNCRC)** *You have the right to give your opinion, and for adults to listen and take it seriously.*

**Article 28 (UNCRC)** *You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*

**Article 29 (UNCRC)** *Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.*

**Definition of Special Educational Needs (from DfES Code of Practice 2014)**

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions.

Disabled children and young people without SEN are not covered by the Bill or this Code of Practice but are covered by provisions elsewhere in legislation, including in the Children Act 2004, the Equality Act 2010 and the Health and Social Care Act 2012.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught."

**The aims of this policy:**

At Bearwood Primary and Nursery School we aim to promote the inclusion of all pupils.

- To support the early identification of pupils requiring additional support, including those with Special Educational Needs.
- To work in partnership with parents and other agencies to achieve the best possible outcomes.
- To ensure that all involved are clear of their roles and responsibilities with regard to Special Educational Needs and Inclusion.
- To ensure The Equality Act (2010) and the Special Educational Needs Code of Practice (2014) are implemented effectively across the school.
- To provide a framework of effective intervention to enable all children to achieve their potential.

**Children with Special Educational Needs (SEN) will be supported to:**

- Follow a broad, balanced, relevant curriculum.
- Achieve their potential.
- Fully participate in school activities.
- Develop strategies to meet their physical, emotional and intellectual needs.
- Access the same opportunities as their peers.
- Be involved in decision making.

**Parents of children with SEN will be encouraged and supported to:**

- Participate in discussions about their child's progress and support needs.
- Discuss concerns with teachers working with their children.
- Participate in their child's support programme.
- Participate in multi-agency planning meetings to support their child.

**School staff will:**

- Be trained and well prepared to meet the needs of all the children in their care.
- Design challenging and inclusive curriculum opportunities for all the children.
- Encourage children to set personal goals and challenging targets.
- Collaborate with children, parents, carers and outside agencies when drawing up plans for children.

Bearwood Primary and Nursery School has a SENCo: Mrs Sally Wall.

**Who will:**

- In collaboration with the Headteacher and Governing Body, determine the strategic development of the SEN Policy and Provision.
- Liaise with relevant agencies.
- Liaise with other schools and settings ensuring a smooth transition for SEN pupils.
- Work with families and staff in identifying needs and providing support.
- Lead staff training.
- Co-ordinating the support team
- Monitoring assessment, progress, IEPs and support programmes.
- Ensure that Education, Health and Care Plans and external advice implemented.
- Review, develop and improve practice.
- Attend Multi-Agency meetings and co-ordinate working with Outreach Services.

**Identification and assessment:**

- We follow the CoP 4 stage cycle graduated approach - Assess, Plan, Do and Review.
- Termly monitoring of children's progress towards their targets.
- Regular and systematic monitoring of IEP's
- Regular and systematic monitoring of planning and support for children on the CoP
- Half-Termly monitoring of progress of children on the CoP through established tracking
- Whole school cross referencing of EoY attainment against SEN tool to ensure SEN register is accurate.

**Admission Arrangements**

Admission will be in accordance with the school's admissions policy (ref. School prospectus). In line with *The Equality Act (2010)*, the school will not discriminate against disabled children in its admissions arrangements.

**Access**

The school building is modern with access for all. There are toilets available for the disabled in the administration block, Foundation Stage, KS1 and KS2. The outside playing area is level and easily

reached from the building. There are PC's in each class base and an ICT suite and library with access for wheelchairs, which can be used to meet specific educational needs. A class set of learn pads are also available for use and some additional laptops.

In line with The Equality Act (2010), the school will not treat disabled pupils less favourably for a reason relating to their disability and will take reasonable steps to ensure that they are not placed at a substantial disadvantage to those who are not disabled.

### **Resources**

A range of resources is used to help improve both children's access to the curriculum and progress and attainment. This includes resources to support physical/sensory needs, including items such as a writing board, pencil grips, spined rulers and privacy boards. Learning needs are supported through having access to wave 2 and 3 intervention packages; programmes such as Fischer and 'games' such as Swap cards. In addition, a range of ICT resources are available for use to specifically help close the gap such as the Download series, Clicker, Earobics, Word Master, Wordshark and Numbershark. ICT can also be used (more specifically laptops) to support children on the CoP with engagement during written activities. For example, use of a laptop during written activities to engage or support literacy skills. These resources are maintained and new items added, often following advice from outside agencies.

### **Reviewing IEP's**

The teacher, with support from the SENCo, will write an IEP for all children on the Code of Practice. *IEP's will contain short-term targets recording only what is additional to or different from the differentiated curriculum plan.* Each short-term target will be broken down into specific and measurable steps to support the monitoring process

*Class teachers are expected to keep records of each child's progress towards their IEP targets. These should be in addition to any observations and records made on the child as part of the normal school assessment procedures.*

A teacher or TLA (Teaching and Learning Assistant) working with a child with an IEP will record their progress towards targets on the reverse of the IEP. The class teacher will be responsible for ensuring they have up to date information on the progress of any child on the CoP. *The records of progress towards targets will be the main source of evidence for reviewing a child's IEP.*

IEPs are reviewed formally at least twice a year, in light of the evidence gathered on progress towards the targets. New targets may then be set, building on from the previous ones. The parents will be invited to review IEPs in person to share their views. If parents are unable to attend, they are invited to submit a written report to ensure their views are shared with the school. When possible, their views will form part of the review process.

### **Partnership with Other Schools including Special Schools**

Full SEN records are sent with the transfer documents when a child on the SEN register changes school.

The SEN records from a previous school will initially form the basis of the records here, should a child with SEN join us from another school.

Bearwood School works in partnership with Special Schools outreach programmes, for staff training, and for integrating pupils back into mainstream education.

## **Outside Agencies**

We have strong links with:

- Education Welfare Service.
- Specialist Education assessors (eg for dyslexia assessments)
- MAAG - SEN officers
- Early Years SEN Team
- SENDIASS (parent support service)
- Family Outreach worker
- Social Care
- Vision and Hearing Impairment services
- Health Services, audiology, Speech and Language Therapy, Community Paediatrician, School Nurse, CAMHS
- Outreach Services from Winchelsea, Longspee, Montacute,

## **Complaints Regarding SEN Provision**

Any complaints regarding SEN provision should be made directly to the SENCo who will respond by telephone within a week.

If parents are still concerned then the complaints procedure as set out in the school prospectus should be followed.

## **Success Criteria**

- Assessments show that pupils on the CoP are making progress in line with other children.
- Pupils' views are taken into account when revising and writing IEP's

## **Date for Review**

A revised SEN Policy will be written in the Summer Term 2019 for the school year 2019/20

Sally Wall (SENCo) Summer 2018