



Special Educational Needs and Disability (SEND) Policy

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.

Responsibility and School Ethos

At Bearwood Primary and Nursery School we are fully committed to:

- Promoting the inclusion of all children
- Believing that all children have a right to be educated with their peer group
- All children feeling celebrated and valued, regardless of their abilities, behaviours, gender, religion or ethnic background
- Supporting all children to learn and reach their full potential
- Believing that all teachers are teachers of children with Special Educational Needs and Disability (SEND)

This policy complies with the statutory requirements detailed in the SEND Code of Practice (2014) and has been written with reference to the following guidance and legislation:

- Equality Act (2010)
- Children and Families Act (2014)
- Bearwood Primary and Nursery School SEND Information Report (2019/20)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)
- The National Curriculum in England framework document (2014) and EYFS Development Matters (2012)

The SEND Policy has been developed in consultation with the Headteacher, SENDCo, Senior Leadership and School Governors.

Person responsible for SEND provision:

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Governor responsible for SEND: Simon Hart

Provision for pupils with SEND is a priority for the school as a whole. The SENDCo is responsible for determining the policy and provision for pupils with SEND.

Aims and Objectives

At Bearwood Primary and Nursery School are committed to:

- Ensuring each child is supported in achieving their full potential
- Identifying (early indicators of) SEND as early as possible
- Providing appropriate support which is closely matched to a child's individual needs
- Providing quality first teaching for all children, including those with SEND
- Enabling all children to have full access to all elements of our school curriculum
- Accurately assessing the learning and the progress of pupils' learning with SEND
- Consulting with parents/carers of pupils with SEND, informing them of their child's learning and progress
- Improving the attainment of pupils learning with SEND
- Providing appropriate training and support to all staff

Individual Education Plans (IEPs) are used to follow the Assess, Plan, Do, Review Cycle of Assessment as outlined in the SEND Code of Practice (2014). This approach allows for the close adapting and monitoring of individual targets personalised to the child's learning needs, where necessary.

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

A child or young person has SEND 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 SEND 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 SEND Code of Practice (2014) outlines four areas of difficulty. It is recognised that children with SEND may experience difficulties in more than one area:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

We aim at all times to involve individual pupils in planning and reviewing their needs alongside their parent/carer/teacher and support staff. This may also involve consultation of and involvement with external agencies and providers for support.

Identification of Special Educational Needs and Disability (SEND)

We accept that pupil's needs should be identified and met as early as possible and recognise that parents are experts on their children. Through collaboration and discussions with parents/carers, we work to gain understanding of children's needs and SEND provisions already in place. This involves working directly with the child and parents/carers but may also require additional support from external agencies.

Types and categories of SEND:

- Specific Learning Difficulty (SpLD)
 - Such as dyslexia, dyspraxia, attention deficit-hyperactivity disorder (ADHD), dyscalculia and dysgraphia.
- Moderate Learning Difficulty (MLD)
 - Attainment is significantly lower than that of their peers. Specific programmes are required to aid progress in cognition and learning.
- Severe Learning Difficulty (SLD)
 - Significant intellectual or cognitive impairments.
- Speech, Language and Communication Needs (SLCN)
- Social, Emotional and Mental Health (SEMH)
- Autistic Spectrum Condition (ASC)
- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multisensory Impairment (MSI)
- Physical Disability (PD)

External agencies include:

- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychologists
- Occupational Therapists
- Speech and Language Therapists
- Physiotherapists
- Social Care/Early Help
- School Nursing Team
- Paediatricians

A Graduated Approach to SEND Support

The SEND Code of Practice (2014) states that pupils are identified as having SEND if they do not make age-related or adequate progress once all reasonable adjustments, provisions and additional interventions, alongside quality first, personalised teaching have been made.

We provide quality first teaching in every lesson, for all pupils. Class Teachers are fully responsible for the learning, development and progress of all pupils in their class, including providing pupils with access to additional provision and support where appropriate.

The range of provision may include:

- Differentiated approaches through whole-class, high quality teaching

- Small group or individual interventions with Higher Level Teaching Assistant (HLTA) or Teaching and Learning Assistant (TLA)
- Additional support to regulate behaviour and emotions with Social and Emotional Teaching Assistant
- Differentiated resources
- Visual aids

Additional intervention programmes may be necessary to ensure the expected progress to be maintained. At Bearwood Primary and Nursery School, we use some specific intervention programmes, and our support staff have the skills and knowledge to deliver these.

We regularly monitor and assess all pupils with SEND to ensure that provision continues to have a positive impact on their attainment and progress. This is achieved through pupil progress meetings each half term.

In line with the guidance provided in the SEND Code of Practice (2014), once a child has been identified as learning with Special Educational Needs and Disability, it is the school's responsibility to record each individual's needs on the SEND register.

The SENDCo is responsible for ensuring relevant assessment and attainment data is maintained.

This policy should be read alongside The Graduated Response to SEND & Intervention document.

Education, Health and Care Plans (EHCPs)

Where a pupil has significant, severe or sustained needs and the steps taken by the school do not result in expected progress being made, the school and parents/carers may need to consider requesting an Education, Health and Care Plan.

The SENDCo in collaboration with parents/carers, will make a referral to the Local Education Authority to request an EHC Plan when a pupil has a Special Educational Need and Disability which will require significant, long term support.

We will comply with all the local arrangements and procedures when applying for an Education, Health and Care Plan and ensure that all requirements for an application have been met through proactive additional SEND support at an earlier stage.

Pupils with an Education Health and Care Plan will have access to the provision detailed on their plan. Their progress will be reviewed annually in a formal meeting to which all parties are invited.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs and Disability Code of Practice and with local policies and guidance – particularly with regard to the timescales set out within the process.

Supporting Pupils and Families

Bearwood Primary and Nursery School published a SEND Report: Meeting the Needs of Children with SEND 2021/22, which is updated annually. This is a statutory requirement which outlines our offer of support for all areas of SEND and is available on the school website.

The Children and Families Bill (2014) denotes that local authorities are required to publish and review information about services available for children and young people with Special Educational Needs and Disability (SEND) aged 0-25 years.

The Bournemouth, Christchurch and Poole Council offer can be found at:

<https://www.fid.bcpccouncil.gov.uk/kb5/poole/fis/home.page>

Supporting Pupils with Medical Conditions and Disabilities

Bearwood Primary and Nursery School recognises that pupils at school with medical conditions should be properly supported so that they have full access to all elements of the school curriculum, including school trips and physical education. Where a pupil is disabled, the school will comply with its duties under the Equality Act 2010.

Criteria for Exiting the SEND Register

Following the Graduated Approach, if a pupil's progress accelerates and comes within the 'average' requirements for their age and no longer require additional support to sustain this, then they will exit the SEND register. This will be discussed and celebrated both with them and their parents/carers. Following their exit, their progress will be monitored closely through pupil progress meetings.

Admissions Procedures

No pupil can be refused admission to school on the basis of a special educational need and disability. In line with the SEND and Disability Act, we will not discriminate

against disabled children and we will take reasonable steps to provide effective educational provision.

Parents/carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. We support the Local Education Authority's Admissions Criteria, which does not discriminate against pupils with special educational needs and disability. Our Admissions Policy has a due regard for the guidance in the Code of Practice, and our Accessibility Plan should be read in conjunction with this policy.

Transition Arrangements

We aim to ensure a smooth transition into our school from the previous phase of education or home setting and from our school into the next phase of education.

We will ensure:

- Early and timely planning for transfer to a pupil's next phase of education
- Offer transition meetings to all pupils in receipt of additional SEND support
- Pupils with an EHCP will have next phase destinations and transition arrangements discussed as part of their annual review meetings
- Pupils are supported with successful transitions between year groups
- Pupils learning with SEND are familiarised with key adults
- The Pupil Engagement and Welfare officer provides emotional support during transition periods
- Pupils and parents/carers will be included in all transition activities with the next phase in their learning and education

Where a pupil is transitioning to a new school, we will ensure:

- Pupils and parents/carers are encouraged to consider all options for the next phase of education
- Where appropriate, outside agencies are involved to ensure information is comprehensive but easily accessible and understandable
- Accompanied and additional visits may be arranged as appropriate
- ELSA support, social stories will be put in place if needed by the pupil

The SENDCo will liaise with the SENDCo from the new school and parents/carers will be given a reliable named contact at the next phase provider.

Monitoring and Evaluation of SEND

Bearwood Primary and Nursery School regularly monitors and evaluates the quality of provision for all pupils. This is done through lesson observations, work scrutiny,

review days and pupil progress meetings. Each year pupils, staff and parents/carers are able to give their views on provision. The Headteacher and Governors support and challenge the SENDCo at a strategic level.

Complaints Regarding SEN Provision

Any complaints regarding SEND provision should be made directly to the SENDCo who will respond by telephone within a calendar week.

If parents are still concerned, then the Complaints Procedure as set out in the school prospectus should be followed.

Date reviewed: September 2022

Review date: September 2023

Olivia Lyster (SENDCo) September 2022