

Bearwood Primary and Nursery School



“Learning, Enjoying, Succeeding Together”

Special Educational Needs and Disability (SEND) Policy

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Special Educational Needs and Disability (SEND) Policy

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Special Educational Needs and Disability (SEND) Policy

Policy Foreword

This policy is embedded in the United Nations Convention of the Rights of the Child (UNCRC):

Article 3: 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: 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: You have the right to give your opinion, and for adults to listen and take it seriously.

Article 28: 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: 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.

School Ethos – Our commitment to SEND learners

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
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)
- The National Curriculum in England framework document (2014) and EYFS Statutory Framework (2014, last updated 2024)

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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Mrs Olivia Lyster, SENCO, is currently on Maternity Leave.

Governor responsible for SEND: Mr 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.

Definition of SEND

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 has a learning difficulty or disability if he or she:

- a. Has significantly greater difficulty in learning than the majority of children of the same age.
- b. Has a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others in a mainstream school.

For children of two or over, educational provision is that which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area. (1996 Education Act Section 312).

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.

Aims and Objectives

At Bearwood Primary and Nursery School we are committed to:

- Developing happy, confident children who thrive in a secure and vibrant atmosphere.
- 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
- Ensuring that all staff understand and work within the guidance provided in the SEND Code of Practice (2014).

Categories of SEND

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

These four broad areas give an overview of the range of needs that are planned for. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual is always based on a full understanding of their particular needs.

At Bearwood Primary & Nursery School, we value each child equally and understand the importance of showing flexibility and adaptability to our teaching approaches to ensure that we can remove the barriers to learning that children with SEND may face. We aim to ensure that every child is able to access the learning they need to be successful.

Roles and Responsibilities

Governing body

The Governing body will exercise their duty and have regard to the Children and Families Act (2014), SEND Code of Practice 0-25 (2015) and the Equality Act (2010). This will include ensuring that Springdale First School's arrangements for supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published. Governors have a duty to report to parents annually on the policy for children with special educational needs.

The SEND Link Governor representing the Governing Body liaises with the school staff. They oversee the SEND provision and support the school in striving to make sure those children and young people with special educational needs get the help they need to be successful in lessons, in social situations, and to participate fully in the school community.

Headteacher

The Headteacher, Mrs Cheryl Smith, has overall responsibility for day-to-day management of all aspects of the school's work, including the provision for children with SEND. Mrs Smith keeps the governing body fully informed and works closely with the SENCO and Senior Leadership Team. The responsibility of all Looked After Children (LAC), Pupil Premium pupils and children who speak English as an Additional Language (EAL) is jointly held between the Headteacher and the Deputy Headteacher.

SENCO (Special Educational Needs Co-ordinator)

The school's SENCO (currently Mrs Smith as acting SENCO whilst Mrs Lyster is on Maternity Leave) has the National Qualification for SEN qualification. Mrs Smith leads the day-to-day management of the children placed on the SEND register. The SENCO coordinates the provision of any advice from outside agencies and School Support Plans for children who have specific difficulties, by working closely with the Headteacher, class teachers and support staff.

Key responsibilities:

- Oversee the day-to-day operation of the school's SEND policy.
- Identify children with SEND in collaboration with professional colleagues, through discussion, observation and through the monitoring and evaluation of formative and summative assessment information.
- Maintain a register of all children with SEND.
- Co-ordinate provision for children with SEND, including designation and supervision of support staff.
- Liaise with the relevant Designated Teacher where a looked after pupil has SEND and advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with parents of pupils with SEND and encouraging partnership working in the education and

development of their child.

- Liaise with a range of external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Work 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.
- Support teachers with recording strategies within a Support Plan.
- Disseminate to colleagues, knowledge and research pertaining to SEND.

Teaching staff

Teachers are responsible for the progress and development of the pupils in their class, including where pupils access support from specialist staff. Teachers are also accountable in identifying, assessing and ensuring that provision is made for all the children in their classes through recording and monitoring progress. Class teachers create, monitor and review all Individual Support Plans for identified children. All teaching staff follow the school's procedures to identify, assess, plan, do and review children with SEND. Class teachers will work closely with all the teaching and support staff in their year group to ensure a consistent approach to children with special needs.

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.

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.

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:

As a school, we may work with the following external agencies to support those with identified SEND.

- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychologists
- Occupational Therapists
- Speech and Language Therapists

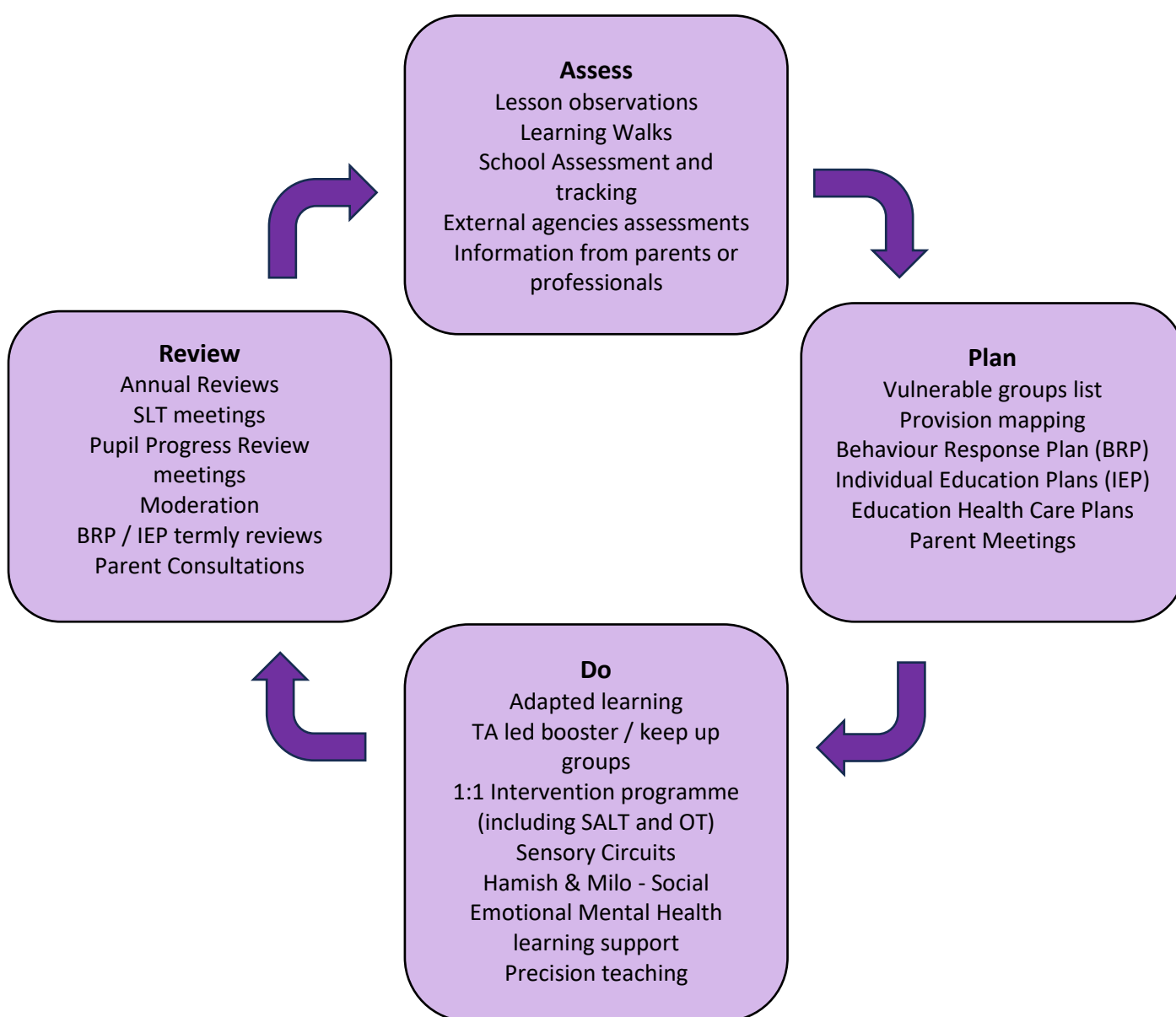
- Physiotherapists
- Social Care/Early Help
- School Nursing Team
- Paediatricians (Child Development Centre)

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.

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.

Bearwood Primary & Nursery School's Graduated Response



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:

- Adapted 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
- Adapted 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 SENCO is responsible for ensuring relevant assessment and attainment data is maintained. This policy should be read alongside The Graduated Response to SEND & Intervention document.

Equipment and Resources

General SEND resources will be provided to children as required, from the SEND budget. More specialist equipment will be purchased if required. For children who have an EHC plan, funding may be used from their allocated personal budget. In these instances, purchases will be made following advice from other professionals. Under the Equalities Act 2010 the school must make, "reasonable adjustments including the purchasing of auxiliary aids and services for disabled children."

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 SENCO 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, 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.bpcouncil.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, have made sufficient progress over a period of time and no longer require additional support to sustain this, then they will exit the SEND register. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored, and their progress carefully tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease. A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan. However, a child's progress will continue to be monitored using the school's systems.

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 SENCo will liaise with the SENCo 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 SENCo who will respond by telephone or a face to face meeting 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 2024

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