

Priory Primary School

Special Educational Needs and Disabilities Policy

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Vision

At Priory Primary we aim to create an inclusive environment where all pupils are valued as individuals and are celebrated for their contribution to the school community. All staff should be committed to identifying and breaking down barriers to learning for pupils with SEND or other vulnerabilities. We aim to discover the strengths, as well as the needs, in all pupils and enable them to develop their individual talents or interests. Pupils with SEND should be encouraged to take part in all aspects of school life and all pupils should be taught to engage with them in a kind and respectful manner.

Pupils with SEND should be given opportunities to express their views and be represented on the Useful & Kind school council and eco-council. Their opinions should also be sought about what provision works best for them. As they get older, pupils with SEND should be increasingly involved with any plans and targets created for them and staff should encourage them to develop their understanding of how they learn and which strategies work best for them. Staff should give all pupils opportunities to develop their awareness that everyone has challenges in different areas of development. Staff should seek to develop a classroom environment where pupils feel able to share them with each other and work together to help each other overcome them.

All staff should be aware that pupils with SEND can be more at risk of developing mental health issues than other children and therefore their wellbeing needs careful monitoring. It is essential that staff help pupils to develop their confidence as learners by enabling them to access lessons through adaptive teaching, scaffolding and practical resources. SEND learners should be treated with sensitivity when they make mistakes so that their self-esteem is maintained.

These aspects form the foundations which need to be in place so that pupils with SEND can fulfil their academic potential and become independent learners. It should also enable them to develop into confident individuals who are able to live fulfilling lives and make a successful transition into secondary education and eventually adulthood and employment.

Legislation and Guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.

Definition of Special Educational Needs & Disability

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 him or her.

A child of compulsory school age 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 children of the same age in mainstream schools.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition stated above when they reach compulsory school age or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014).

The four areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or Physical needs

Difficulties related solely to limitations in English as an additional language are not SEND. (SEND Code of Practice 2014)

Children who have a disability as defined in the Equality Act 2010 and require special educational provision will also be covered by the SEND definition.

Definition of Special Educational Provision

For children aged two or more, 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 or by relevant early years providers. (SEND Code of Practice 2014)

Objectives

- To identify children in our school who have special needs and will require support (educational, emotional, behavioural, medical etc)
- To assess these needs and provide a suitable work programme that will match the child's abilities and provide access to the National Curriculum or Early Years Curriculum at the relevant level.

- To monitor, evaluate and record children's progress at regular intervals.
- To establish close contact with parents, through both formal and informal meetings, to ensure they are fully informed in consultation processes and to encourage their involvement and support.
- To establish close liaison with outside agencies and professionals such as: Speech & Language Therapy Team, Education Welfare Officer, School Nurse and Educational Psychologist in order to seek further advice and support for the child.
- To implement and review administrative procedures where appropriate, i.e. Education Health Care Plans.
- To liaise with feeder and receiver schools to ensure continuity, progression of support and smooth transition.
- To encourage children with Special Educational Needs to become as independent as possible and to build their self-esteem.
- To ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- To look for strengths, which can be developed, in SEND children.

Identifying and supporting children with SEND: The Graduated Approach

The progress of all children is carefully monitored by the class teacher. The SENDCO may also observe or assess individual children. In addition, the Headteacher and SENDCO meet every half term to discuss pupil progress and wellbeing. We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child
- there is a change in the pupil's behaviour or progress
- the child's rate of progress slows down
- the gap between the achievement of a child and their peers does not close
- the gap between the achievement of a child and their peers widens

If parents/carers have a concern about their child's development, the class teacher is the initial point of contact. In addition, Miss Wilde, who is the SENDCO, can also be contacted via the school office.

Quality First Teaching

The SEND Code of Practice 2014 states that, "The first response to such progress should be high quality teaching targeted at their areas of weakness". Class teachers should consider what adaptations can be to their teaching or the learning environment to enable an increased rate of progress.

Initial Response

- If the school has a concern about a child's progress in any area of learning, the class teacher will invite the parents into school to discuss it.
- Parents/carers will be encouraged to give their opinions about their child's strengths and difficulties.
- The class teacher, pupil and parents will then decide on some targets which will help the child to make progress. They will also decide what they will each do to help the

pupil achieve them.

- A record of what has been discussed and the targets agreed will be made and a copy will be given to the parents.
- A date will be set for reviewing progress towards the targets, usually after a maximum of one term.

If a child responds well to the intervention given at this stage, it may not be necessary for him/her to have an Individual Education Plan and be entered on to the SEND Register.

The 4 Part Cycle

If the school does decide that a child has Special Educational Needs, the parents will be informed as soon as possible. A cycle of targeted support will then take place for as long as the child requires it:

Assess: The SENDCO carries out an assessment of the child's needs, taking into account the class teacher's assessments and observations and the parents' concerns.

Plan: A written Individual Education Plan is created based on the needs of the learner and targeting specific areas. A specific date is set for when the targets will be reviewed.

Do: The plan is carried out. Intervention work carried out by Teaching Assistants remains under the direction and supervision of the class teacher.

Review: Progress made towards achieving the targets is discussed at a meeting with the pupil and parents each term. Changes in the support provided will be discussed and then recorded in a new plan.

Involving other agencies

At times it may be necessary for the school to involve an external specialist in order to achieve the best outcomes for a child. The school will always discuss this with parents first before referring a pupil to them. Parents will be involved in discussing their child's strengths and difficulties with the professionals involved. The advice of the specialist will be included in the child's IEP/EHC Plan if he/she has one.

The agencies used by the school include:

- Sensory and Communication Support Team
- Educational Psychologist
- Early Years Support Team
- CAMHS (Child & Adolescent Mental Health Service)
- CHUMS (Child Bereavement, Trauma & Emotional Wellbeing Service)
- Educational Welfare Officers
- Social Care
- Speech and Language Therapy Team
- Occupational Therapy or Physiotherapy
- School Nurse

Child Protection

We recognise that pupils with SEND might be potentially more vulnerable to experiencing abuse. Additionally, they may also find it more difficult to recognise that they are being abused or to make a disclosure. Therefore, we will also consider whether it is appropriate to involve the appropriate safeguarding services.

Education Health Care Plans

For a very small number of children, it may be necessary for the school to make a request to Bedford Borough Council for an Education, Health and Care needs assessment. *The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. (SEND Code of Practice, 2014)*

The SENDCO will always discuss this with parents first and only proceed with their permission. The SENDCO is also responsible for holding annual reviews of EHC Plans. At any point parents can contact the SENDIASS for support and advice about their child.

Sources of Support for parents and carers

SENDIASS provides confidential support concerning educational issues for residents of Bedford Borough. They are impartial from school, local authority, health, social care and other organisations to provide advice and support Sendiass@bedford.gov.uk Tel: 01234 276 267

Bedford Borough Parent Carer Forum are a group of parents and carers of SEN & disabled children who work in partnership with local authorities, education, health, social care and other providers to ensure that the services they commission, plan and deliver meet the needs of SEN & disabled children and their families. Any parent or carer of a child or young person aged 0-25 can be a member. bbpcf.org.uk admin@bbpcf.or.uk Tel: 07943 524553

Roles and Responsibilities

The Role of the Class Teacher

- To plan and teach high quality lessons that are adapted in order to provide pupils with SEND opportunities to achieve at their own level.
- To assess and monitor any children who are not making the expected level of progress for their age.
- To make the SENDCO aware of any child who they are monitoring for possible SEND in their class.
- To write IEPs for children on the SEND Register, with support from the SENDCO if necessary.
- To make sure that children are aware of their targets and how to work towards achieving them.
- To meet with parents to discuss the additional support being provided to their children and to provide them with copies of IEPs.
- To manage the provision of support for children with SEND in their class.
- To liaise with teaching assistants to ensure that they know how to carry out the IEP and small group work effectively.

- To ensure that children with SEND have opportunities to take part in group work with children who do not have SEND.
- To ensure that all children in the class have a positive attitude towards children with SEND and that they are treated as valued members of the class.

The Special Educational Needs & Disabilities Coordinator is Miss N Wilde.

The Role of the SENDCO

- To work collaboratively with the Head teacher and the Governors to determine the strategic development of the SEND policy in order to raise the achievement of children with SEND.
- To maintain an up to date SEND register for the school.
- To revise the SEND information report on the school website each year.
- To revise the school's contribution to Bedford Borough Council's Local Offer each year.
- To assess individual children with SEND when necessary in order to obtain a more accurate picture of their strengths and weaknesses.
- To keep records of progress, IEPs, letters and reports relating to children with SEND in a secure area. Children with EHCPs will have their own folder which will also be kept in a secure area.
- To co-ordinate provision for pupils with Special Educational Needs throughout the school.
- To liaise with and advise teachers on matters relating to SEND and to offer support with writing IEPs.
- To manage and provide training opportunities for teaching assistants, including opportunities to gain NVQs.
- To provide training for the teaching staff on relevant aspects of SEND.
- To keep parents of children with SEND informed and involve them in their child's educational development.
- To liaise with external agencies in order to obtain information and fully support children with SEND.
- To liaise with all schools about any pupils with SEND who will be transferring and ensure that they have accurate information about the pupil and the level of support that they will require.

Rev Roger Stokes is the Link Governor for Special Educational Needs & Disabilities

The Role of the Governing Body

- To monitor the quality and effectiveness of SEND provision with the school.
- To work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision within the school.
- To ensure that teachers in the school are aware of the importance of identifying and providing for pupils with SEND.
- To consult the LA and governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated SEND provision in the area as a whole.

- To ensure that a pupil with SEND joins in the activities of the school, together with their peers (as is reasonably practical).
- To have regard to the SEND Code of Practice when carrying out its duties towards pupils with SEND.
- To ensure that parents are notified of a decision made by the school that SEND provision is being made for their child.

The Role of Parent/s and Carers

Parents play a vital role in the education of their children and are welcomed into the school where their advice and support is welcomed.

The school aims to work in partnership with parents and carers of pupils with SEND by:

- Operating an open door policy and actively encouraging parents to talk to the class teacher or other members of staff before school, after school or at another mutually convenient time.
- Acknowledging the insight that parents have into the needs and strengths of their children.
- Recognising the personal and emotional investment of parents and being aware of their feelings.
- Respecting the validity of differing viewpoints and seeking constructive ways of reconciling them.
- Keeping them informed and updating them regularly about their child's progress.
- Involving them in reviewing targets and agreeing on new ones for the next steps in learning.
- Ensuring that parents understand procedures and giving them the necessary support to prepare their contributions i.e. provide an interpreter.
- Discussing how school and home can work together to achieve the best possible outcome for the child.

Involving pupils with SEND in their education

- We respect the ability of all children to become independent learners.
- Whenever possible, pupils are involved in creating their learning targets.
- Children are encouraged to express their views in the way that is most comfortable for them. This may be verbally, by writing them down or by choosing from a selection of pictures.
- If a child has a specific plan, these views are included on the plan.

Allocation of Resources

5% of the total school budget is allocated to SEND provision. This includes the salaries of teaching assistants and the purchasing of any new resources specifically for SEND. This budget does not include the allocation of funding from the LA for pupils with EHC Plans. Pupils with EHCPs will receive the number of hours support that is specified in their EHC Plan which may be delivered 1-to-1 or in a small group. Provision for pupils in receipt of SEND Support is at the discretion of the SENDCO and class teacher but will be sufficient to work towards the targets on their IEPs.

Evaluation of the effectiveness of the policy

- Teachers meet with the SENDCO regularly to discuss the progress of pupils with SEND.
- The Headteacher meets with the SENDCO every half term to monitor and discuss the progress of pupils with SEND.
- The SENDCO reports to the Board of Governors on developments in SEND provision at least once a year.
- This policy will be revised annually by the SENDCO, with support from the Head Teacher and teaching staff, and then submitted to the governing body for approval.

Admission of children with SEND

The school adheres to the Equality Act (2010) and therefore will not refuse a child with SEND or a disability a place at the school unless there are no reasonable adjustments that could be made to meet their needs or there would be a significant impact on the education of others. For more details, please refer to the Admissions Policy which is available on the school website.

Accessibility

Priory Primary School recognises the need to make the building accessible to all pupils including those with physical special needs. In line with the Equality Act (2010), the school caters for each need wherever possible. For more details please refer to the Accessibility Action Plan which is available on the school website.

The Local Authority Local Offer

Our contribution to the local offer is:

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/service.page?id=qdW54nKdmZQ&localofferchannel=0>

Our Local Authority's Local Offer is published here: <https://localoffer.bedford.gov.uk>

SEND Information Report

This gives information for parents and carers and is available on our website:

<https://prioryprimary.co.uk/send-report/>

Complaints

The concerns of parents and carers are taken very seriously by the school staff and Governors. If you have a concern or a complaint, please contact the school office to arrange a meeting with Miss Wilde (SENDCO) in the first instance. If you are still not satisfied, please consult the school's complaints procedure which is on the school website. Parents can also contact SENDIASS.

Appendix A

The school recognises that 'Social, emotional and mental health' is one of the four areas of special educational needs. The procedures outlined in the policy above for children with special educational needs or a disability also apply to children who are experiencing psychological stress or mental health issues.

When does mental health become a special educational need?

Children with mental health problems may need to be put on the SEND register if it is significantly affecting their ability to learn and special provision has to be made for them. Special provision may need to be made for:

- Problems of mood (anxiety or depression)
- Problems of conduct (oppositional problems and more severe conduct problems including aggression)
- Self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained

For more details, please see our Mental Health and Wellbeing Policy.