

**Bawnmore Community
Infant School and
Bawnmore Cygnets Pre-School**

Special Educational Needs and Disability Policy



Date	Review Date	Responsible governor
21.9.23	September 2024	Lucy Newton

Executive Headteacher	Mr Ed Newton	Date:	21.09.23
Head of School	Mrs Pam Davey	Date:	21.09.23
Staff lead	Mrs Gemma Colston (SENDCo)	Date:	21.09.23

Table of review and modifications

Date reviewed	Pages	Summary of Change	Reviewed by
24/09/20		Policy Creation	P. Davey
29/01/21	3	Addition of SEN admission arrangements	D. Wade
21.9.23	1	Change of names and addition of "Executive Headteacher"	P.Davey
21.9.23	Throughout	"Headteacher" replaced with "Head of School"	P.Davey

Special Educational Needs and Disability (SEND) Policy

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1 Introduction

- 1.1** This policy was reviewed and updated in September 2020 in line with the 2014 (0-25) Code of Practice and additional statutory guidance from the DfE.
- 1.2** This school provides a broad and balanced curriculum for all children through Quality First Teaching. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 1.3** These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.
- 1.4** Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
- 1.5** The Equality Act 2010 identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma, allergies or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

2 Aims

2.1 The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

3 Educational inclusion

3.1 In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches, experiences and resources.

3.2 Teachers respond to children's needs by:

- providing Quality First Teaching for all pupils
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- providing support for children who need help with communication, language and literacy;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Admissions

4.1 The school will treat all applicants equally and not discriminate against any pupils with SEND. We will admit those pupils with special educational needs who do not have an Educational Health Care Plan (EHCP) in line with Warwickshire's Admissions Policy.

4.2 When considering the admission of pupils with an EHCP we will show regard to the following;

'Parents may express a preference for the school, which they wish their child to attend. The education board must comply with that preference unless the school is unsuitable for the child's age, ability, aptitude or special educational needs, or the placement would be incompatible with the efficient education of the other children with whom the child would be educated, or with the efficient use of resources. Before naming a school in the statement, the education board must consult the Board of Governors. Once a school is named in the statement, the Board of Governors must admit the child.'

(Guide to Governors roles and responsibilities; Chapter 12: Children with special educational needs of guide for school governors).

4.3 Arrangements for the admission to school of pupils with disabilities -

The Disability Discrimination Act of 1995 defines a disabled person as ‘one who has a physical or mental impairment, which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.’

Most children with Special Educational Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the governors’ policy to accommodate pupils with disabilities according to parents’ wishes. Individual needs will not result in any pupils with SEND being treated less favourably than other pupils. In practice, we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to enable equal access to learning and full participation by all pupils.

5 Special educational needs process and provision

5.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have a significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

5.2 Most of the children who join us have already been in early education. In many cases children join us with their needs already assessed within a previous setting. On entry to our school, we baseline all pupils so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

5.3 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. We call this form of support “School Aware”. The child’s class teacher will differentiate their planning according to the child’s needs and, if appropriate, offer interventions that are different from, or additional to, those provided as part of the school’s usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs and Disabilities Co-ordinator (SENDCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from

further support. The SENDCO will then take the lead in further assessments of the child's needs.

- 5.4** In conjunction with our team of teaching assistants, the teacher will complete an 'intervention planning and evaluation sheet' for all interventions and special provision the child is involved in.
- 5.5** The teacher may complete a 'Pupil Passport', outlining the child's specific needs and strategies and resources which can be used to support them. This will then be shared with any adults working with the child in order that their needs may be best supported.
- 5.6** If the teacher identifies that a pupil is not making progress, despite a differentiated curriculum, and school intervention groups, we may decide that support is needed from outside services. We will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies, or strategies that are different from those used at School Aware. If this has not already been completed, then the teacher will complete a 'Early Concerns Form'. This records a child's progress, any interventions offered, assessments completed in school or by external agencies. This will be shared with parents/carers.
- 5.7** If the child continues to demonstrate cause for concern, the teacher may consult with parents about placing the child on our 'Special Needs Register'. At this point the teacher will continue to plan specifically to meet the child's needs. This will be recorded on an 'Individual Education Plan' (IEP), which will detail strategies used and additional resources provided. The IEP will include outcomes and next steps for learning and parents will be invited to half-termly review meetings with the class teacher. The SENDCO may also be involved in these meetings.
- 5.8** If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the Local Authority. A range of written evidence about the child will support the request. This may result in an Education, Health and Care Plan (EHCP) being issued for the child. This may or may not include access to additional funding to support the child's EHCP targets.
- 5.9** In our school the SENDCO:
- manages the day-to-day operation of the policy;
 - co-ordinates the provision for and manages the responses to children's special needs;
 - supports and advises colleagues;
 - oversees the records of all children with special educational needs;
 - acts as the link with parents, as well as the class teacher;
 - acts as the link with external agencies and other support agencies;
 - monitors and evaluates the special educational needs provision, and reports to the Head of School, who reports to the governing body;

- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff;
- liaises regularly with the Head of School.

6 The role of the governing body

6.1 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

6.2 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of any decision by the school that SEND provision is to be made for their child.

6.3 The governing body has identified a governor to have particular interest in the school's provision for pupils with special educational needs. The 'responsible person' in this school is Mrs Dawn Culling.

6.4 The Head of School ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

7 Allocation of resources

7.1 The Head of School, in liaison with the SENDCO, is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans.

7.2 The Head of School informs the governing body of how the funding allocated to support special educational needs has been employed.

7.3 The Head of School and the SENDCO meet regularly to discuss how to use funds directly related to EHCPs.

8 Assessment

8.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher may complete an 'Early Concern form'.

- 8.2** The class teacher will assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- 8.3** The SENDCO works with parents, teachers and teaching assistants to plan an appropriate programme of support.
- 8.4** The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher, teaching assistant and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 8.5** The LA seeks a range of advice before making an EHCP. The needs of the child are considered to be paramount in this.

9 Access to the curriculum

- 9.1** All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
- understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 9.2** Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 9.3** There are different levels of support available to pupils. The first (Universal Provision) is effective Quality First Teaching offered to all children. Our second level of support (Targeted Provision) is for those children who need some extra help. The SENDCO has developed a Provision Map with specific, time limited programmes of work. Children will be chosen to work in small group interventions delivered by a Teacher or Teaching Assistant. These interventions are designed for children for whom a well-structured short-term programme is all that is needed to enable them to make accelerated progress. The third level of support, sometimes referred to as Higher Level Provision, is for children for whom Quality First Teaching and group intervention programmes are not enough. This may be a more intensive programme, involving specialist expertise in the delivery, and may involve individual support. At this level the pupil will have been added to the SEND register.
- 9.4** We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9.5 A small low arousal room is available to be used as a sanctuary for any child who becomes extremely distressed or aggressive and needs to be withdrawn from her/his peers. It is a place where the child may have a quiet time and a safe haven while under constant adult supervision.

10 Partnership with parents

10.1 The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

10.2 The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school.

10.3 The school's SEND Information Report is available to view on the school website.

10.4 We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

10.5 If you are unhappy with the provision made for your child and feel that you need to make a complaint, we ask that you first talk to your child's class teacher and the school SENDCo. The full complaints procedure and policy can be found on our school website under 'Policies'.

11 Pupil participation

11.1 In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. We recognise the importance of children developing social as well as educational skills.

12. Children are involved at an appropriate level and are encouraged to make judgements about their own performance at their termly review. We recognise success here as we do in any other aspect of school life.

12 Monitoring and review

- 12.1** The SENDCO monitors the movement of children within the SEND system in school.
- 12.2** The SENDCO is involved in supporting teachers in writing paperwork which supports the children's needs.
- 12.3** The SENDCO is involved in the monitoring and evaluation of school strategies and systems.
- 12.4** The SENDCO and the Head of School hold regular meetings to review the work of the school in this area.