



Bishop Wood Junior School

Special Educational Needs and Disability Policy

Policy Review

This policy will be reviewed in full by the Governing Body every three years.

The policy was last reviewed and agreed by the Governing Body in February 2019.

It is due for review on February 2022

Signature

Date

Head Teacher

Signature

Date

Chair of Governors

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Special Needs and Disability Coordinator (SENCO): Mrs Jane Guest

SEND Governor: Father Huw Bellis

Family Liaison worker: Ms Theresa Hill

Autism Lead: Mrs Jane Guest

Mental Health Lead: Mrs Jane Guest

If you have an SEND issue you are invited to email Mrs Jane Guest SEND Coordinator
admin@bishopwood.herts.sch.uk

Introduction / Philosophy

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. Bishop Wood School believes that all pupils can learn and make progress. Our pupils should be allowed to fulfil their potential and we must provide opportunities for them to do this in an inclusive, supportive environment. All children have the right to access the same opportunities as their peers and benefit from the modelling that takes place in a mainstream setting. Here at Bishop Wood, teachers give every pupil the opportunity to experience success in learning to achieve as high a standard as possible. Expectations are always high. Planning takes into account the needs of all the pupils. Where appropriate, lessons are modified so that all pupils are provided with relevant and appropriately challenging work.

1. Aims

- To welcome pupils with SEN and meet their needs in a positive manner so they achieve their best
- To be an inclusive school and help each child to experience success.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To identify and address pupils' needs through the graduated approach and the four part process of assess, plan, do and review: ensuring that there is careful monitoring and assessment of pupils throughout their time at the school.
- To provide an inclusive education for all pupils with SEN and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual pupils.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- To share a common vision and understanding with all stakeholders
- Where possible, pupils are able to participate in and are involved in the process of information gathering and reviewing progress.
- To give transparent resourcing to SEND.
- To provide curriculum access for all and to make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the equality act 2010
- To work towards inclusion in partnership with other agencies and to ensure support agencies are used effectively.
- To encourage confidence and raise self-esteem by providing a caring environment so children with SEN can achieve their best.

- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEN and to provide training and support as appropriate.
- To facilitate and support children/families through the Families First Assessment (FFA)/ EHM (Early Help Module)

Strategies used:

- Differentiation
- Grouping for particular tasks
- Open ended/ structured/ graduated tasks
- Pace
- Use of questioning
- Providing individualised methods of recording to include verbal, pictorial and the use of ICT
- A range of teaching styles to include visual, auditory and kinaesthetic
- Use of teaching assistant support
- Group support. When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.
- Use of outside agency support

2 Roles and Responsibilities

2.1 Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum
- being aware of SEND policy and liaising with SENCO for advice on assessment and strategies to support
- the teaching and monitoring of all their pupils and identifying and reporting any concerns about SEND to the SENCO
- planning and delivering differentiated support for all pupils with identified SEND. These should be additional to or different from those provided as part of the school's usual differentiated curriculum.
- reviewing the effectiveness of the support in securing progress to inform the next steps in a graduated approach for support.
- tracking all children receiving additional support on a class provision map
- giving feedback to parents of pupils with SEND
- working with outside agencies and implementing advice given.
- attending meetings with outside agencies, parents e.g FFA/EHM, PSP meetings
- attending training
- planning with teaching assistants to ensure quality provision for pupils with SEND

2.2 SENCO is responsible for:

- the day-to-day responsibility for the operation of the SEND policy
- working closely with the Head teacher and Senior Leadership team.
- the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- working closely with teachers, school leaders and other staff within the school. helping them to identify pupils with SEND
- working closely with parents and keeping them informed.
- reporting to the governing body
- attending FFA/EHMs

- liaising with outside agencies and arranging meetings. Providing a link between agencies, parents and staff.
- monitoring class provision maps
- maintaining the SEN register and Inclusion register
- managing and supporting the TAs
- monitoring the progress of SEN children through the school's assessment package (AM7)
- attending SEND briefings
- working closely with the SEND governor
- attending training courses and feedback relevant information to staff

2.3 Teaching Assistants

Bishop Wood has a strong team of teaching assistants who work alongside the INCo and the teachers to support children with SEND. They help with identifying, assessing and monitoring the pupils. They are also involved in review meetings and CAFs/ FFAs.

TAs are responsible for:

- being aware of the school's SEND policy
- helping with identification and assessment
- liaising with the class teacher regarding the progress of the children in interventions
- keeping records of progress of children in interventions
- supporting children with SEN in the classroom
- attending training

2.4. Mid-day Support Assistants (MSAs)

- Senior MSA and MSAs will meet regularly with the SENCO and the Head Teacher to discuss information and support strategies regarding children with SEND
- MSAs will attend relevant training to help with the supervision of children with SEND

2.5 Head Teacher

The Head Teacher is responsible for:

- monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - class provision maps
 - pupil progress meetings with individual teachers
 - regular meetings with the SENCO
 - discussions and consultations with pupils and parents

2.6 Governors

The Governing body adheres to the provisions of the Code of Practice when carrying out its duties towards all pupils with SEND. The governing body has identified a governor to have specific oversight of the school's provision for pupils with SEND. The governing body does its best to ensure the necessary provision for any pupil identified as having special educational needs. The SENDCo reports to the Governing body on procedures that are followed.

The SEN Governor is responsible for:

- helping to raise awareness of SEND issues at governing body meetings

- ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- helping to review the school's policy on provision for pupils with SEND
- have clear working knowledge of the SEND code of practice
- be aware of their school's systems with regard to SEND provision
- build a good working relationship with their SENCO

3. Identification of SEN

A child has SEND if he or she has a learning difficulty requiring special educational provision to be made for him or her. She /he has something that can have an impact on, or is a barrier to, their learning. A learning difficulty is a significantly greater difficulty in learning generally or only in a specific area, compared to the majority of children of the same age. Special educational provision is when educational provision is required that is additional to, or different from, that which is normally provided for a child of the same age. Healthcare provision and social care provision which educates or trains children is to be treated as special education provision (Code of Practice 2014).

We will use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional and different from' provided within the differentiated curriculum to better respond to the four areas of need identified in the new code of practice (2014).

3.1 Broad areas of Need:

1) Communication & Interaction

- Autistic Spectrum Disorder (ASD)
- Speech, Language and Communication (SLCN)

2) Cognition & Learning

- Moderate Learning difficulties (MLD)
- Profound and Multiple Learning (PMLD)
- Severe Learning Difficulty (SLD)
- Specific Learning Difficulty (SpLD)

3) Social, mental and emotional health (SEMH)

4) Sensory /physical need

- Multi Sensory Impairment (MSI)
- Physical Disability (PD)
- Hearing Impairment (HI)
- Visual Impairment (VI)

We have high expectations for all our pupils and we aim to provide every child with equal opportunities to access a broad and balanced education.

Children who receive SEN support may, at some time, require support from outside agencies such as, speech and language, educational psychologist, autism advisor and other specialist advisory services. Parental permission is always sought for a referral to any external service.

3.2 The SEND register:

The SEN register is fluid and therefore children may be removed from the register following specific interventions if the child is making good progress. Parents are consulted and involved in this decision. Children can be placed on the SEN Register because they have difficulties in one of the '**Categories OF SEND**' mentioned

The EHCP (Education, Health, Care Plan) has now replaced Statements of Educational Needs

What is in an EHCP?

The majority of children and young people with SEND or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an Education, Health and Care needs assessment in order for the council to decide whether it is necessary for it to make provision in accordance with an EHCP.

An Education, Health and Care Plan will set out clearly the special educational needs of a child or young person, what support they need, and who should provide it.

- The **Education** section of the plan will explain what is needed for the child to achieve the best they can in their learning. It will say which school or college the child will go to
- The **Health** section of the plan will set out any health services or health support that the child needs to ensure they can learn and participate fully in the curriculum
- The **Social Care** section of the plan will explain any services that the council will provide to support your child and family to live as 'ordinary' a life as possible.

The process for identifying and assessing pupils is determined by a circular model of assessing, planning, doing and reviewing known as the **graduated approach (4 part cycle)**. Every Teacher is a Teacher of SEND

Parents are involved at **all stages** and the school has an open door policy allowing regular opportunities for liaison with their child's teacher, Head teacher and SENCO

"What is a graduated approach?"

The SEN Code of Practice 2015 defines a 'Graduated Approach' as:

"a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of [special educational needs](#) and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing."

"What does this actually mean for my child?"

Once it has been decided that your child has [SEND](#), a four step action process which is set out in the [SEND Code of Practice](#) (i.e. a graduated approach) should begin.

"What are these four steps?"

Assess: schools are required to carry out a clear analysis of the pupil's needs, drawing on assessment and experience of the pupil, their progress, attainment, where relevant, their behaviour in comparison to their peers and national data. Alongside this, the views of parents and the pupil's own views should influence the assessment. Information from external services including health and care professionals should also be taken into account where appropriate.

Plan: parents, teachers and support staff who work with the child should be made aware of their needs, outcomes set, support provided and any teaching strategies and approaches, which should all be recorded and monitored regularly.

Do: the class teacher remains responsible for the pupil and should work closely with other staff to ensure the support is provided and monitor its effectiveness.

Review: regular reviews should take place between all relevant staff and parents.

4 Admission arrangements

Please refer to admissions policy.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. These include children with any level of SEND; those with Education, Health, Care Plans and those without.

5 Transition

At Bishop Wood has a robust set of transition arrangements. Teachers within the school liaise closely before pupils transfer to a new class. If a child has an EHCP the new class teacher will attend the review so that they can become familiar with the child's needs before they enter their class.

Bishop Wood Junior School has a well developed transition package with both Infants and Secondary Schools.

- SEND records are transferred
- SENCOs from both schools meet to discuss the needs of children with SEN
- Pupils are given opportunities to visit the schools. Children transferring to Bishop Wood and to Secondary School are given opportunities for extra visits if it is considered beneficial and will help with their confidence.
- Secondary SENCOs will attend year 6 reviews
- Summer School available at Tring School

6 Monitoring and review

The SENCO monitors the movement of children with SEND in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO monitors closely the progress of the children in the school and regularly meets with teachers and the Head Teacher to discuss action points. The SENCO attends all Pupil Progress Meetings.