



Review Date:

Approved by Governing Body Date:

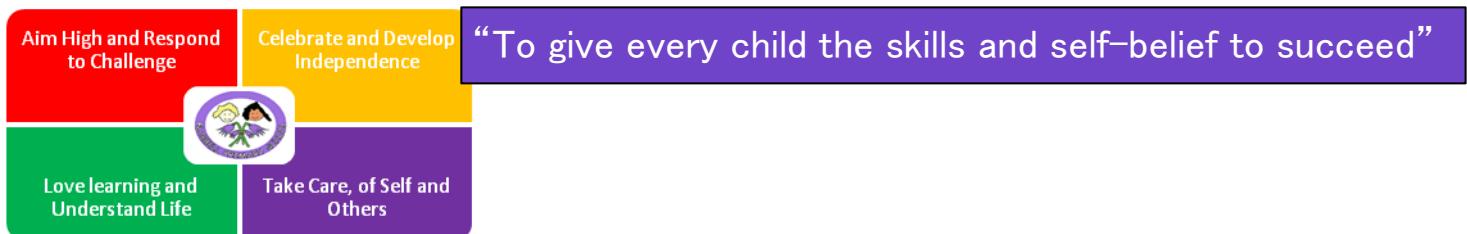
Next Review Date:

# Bluebell Primary School

## Special Educational Needs and Disability (SEND) Policy

The Bluebell Primary SEND policy reflects the principles of the 2014 Code of Practice.





## Bluebell Primary Vision Statement

To give every child the skills and self-belief to succeed

### Legislative framework

The SEN and Inclusion policy operates within the statutory framework set out in the SEN Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE February 2013)
- SEND Code of Practice 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2014- 15) converted into Bluebell Primary Teaching Standards.

### SEN and Inclusion Policy Development and Review

Bluebell Primary School takes a whole school inclusive approach to pupils with special educational needs and disabilities (SEN), recognising that the aims of the school are the same for all pupils whatever their abilities.

Bluebell Primary School is committed to providing an appropriate and high quality education to everyone within its community. Spiritual, moral, social and cultural education helps children develop personal qualities, which are valued in a civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. We aim to address a wide range of needs of pupils with SEN by striving to give every pupil, every day every opportunity to succeed and achieve their best. We seek to promote progress, raise achievement, remove barriers to learning and ensure inclusion for all our pupils.



At Bluebell Primary School every young person is equal, valued and unique. We aim to provide an environment where all our pupils feel safe and develop the emotional resilience they need to become successful, independent learners. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

We believe that early identification, assessment, appropriate provision and its impact on pupils' progress, both in terms of academic achievement and social and emotional development will enable them to make a successful transition through the school and into adulthood. We also believe that our families have an important role to play in achieving this aim so ensure there are regular formal opportunities for review of each pupil's progress and provision.

## Categories of SEN

SEN is broadly categorised as 4 key areas of need:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health (SMEH).
- Sensory and/or physical.

It is possible that a pupil's SEN may fit into more than one of the above categories.

The following are **NOT** considered to be reasons for placing a pupil on the SEN register although they may impact on progress and achievement:

- Disability



*Having a disability in itself does not mean that a pupil will have SEN. Current Disability Equality legislation places a duty on the school to provide 'reasonable adjustments' for inclusion of pupils with a disability. However where the disability impacts on a pupil, such that they have a 'significantly greater difficulty in learning than the majority of others of the same age', a decision may be made to place them on the SEN register.*

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of a Pupil Premium Grant (PPG)
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Behavioural needs

With regard to behaviour, as a school we need to identify the underlying causes of behaviour in order to identify SEN rather than focusing on the behaviour itself.

### **Aims**

In order to provide high quality provision to meet the needs of children with Special Educational Needs, we aim to:

- Ensure that all pupils have access to a broad and balanced curriculum;
- 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.
- Foster a fully inclusive learning environment through our Teaching and Learning policy;
- Promote positive outcomes in the wider areas of personal and social development;
- Ensure the identification of all pupils requiring SEN provision as early as possible and target their needs effectively;
- Work in close partnership with parents of SEN pupils to ensure decisions are informed by their insights and the voice of the child, and that they are kept fully informed of their child's progress and attainment;
- Promote positive outcomes in the wider areas of personal and social development;
- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.
- Ensure that SEN pupils take as full a part as possible in all school activities, including extra-curricular activities where appropriate;

Meet individual children's needs through:

- Quality first teaching;
- Effective differentiation of the curriculum;
- Careful targeting of additional resources, including adult support
- The provision of interventions where appropriate;
- Ensuring that all who are involved with children with SEN are aware of the procedures for identifying, supporting, teaching and working in close liaison with Bluebell Inclusion Team;

Support SEN pupils and families by:



- Working in close partnership with parents of SEN pupils to ensure decisions are informed by their insights and the voice of the child, and that they are kept fully informed of their child's progress and attainment;
- Working in close partnership with outside agencies to support the needs and provision for children who have SEN;
- Ensuring continuity for pupils when transferring between classes or schools through carefully planned transitions;

Have a provision management structure that:

- Measures and tracks the progress of all pupils on the SEN register and identifies vulnerable children;
- Evaluates the effectiveness of interventions;
- Draws fully and effectively on outside agency resources.
- To ensure that SEN is reflected in school policies, schemes of work, planning, monitoring and record keeping.

## Coordination of Provision

### Staffing

#### **Inclusion Team**

The Inclusion team includes the head and deputy head teachers, who have responsibility in the absence of and alongside the Inclusion Leader/SENDCo

<b>Inclusion Leader/SENDCo</b>	<b>Mrs. Davina Cook</b>
<b>Parent Support Adviser</b>	<b>Mrs. Kimberley Bowen</b>
<b>Learning Mentor</b>	<b>Mrs. Tammy Bunn</b>
<b>BNI</b>	<b>Mrs. Rachel Marche</b> <b>Miss. Shannon Wiseman</b> <b>Miss Vanessa Brown</b>



## Roles and Responsibilities

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. All teachers are responsible and accountable for the progress of pupils with SEN in their classroom. SEN is identified through monitoring which seeks to identify pupils who are making less than expected progress given their age and individual circumstances. It is the responsibility of all teachers to identify pupils' needs through the graduated approach of the four part cycle:

### **Assess**

Teachers identify provision needed to facilitate progress, including how quality first teaching can be adapted to target areas of difficulty through differentiation. Evidence is collected by the class teacher, teaching assistant and, in some instances, the inclusion leader.

Where a pupil is identified by the Inclusion Lead as having SEN and therefore needs to be placed on the register for 'SEN Support', parents/carers will be informed and asked for their views. (This can occur at any stage of the cycle).

### **Plan**

A provision map will be discussed with Inclusion Lead at Pupil Progress meetings to identify the additional support and/or interventions individual pupils may need. The provision map is written by the class teacher with personalised targets. Pupils requiring additional support will join specific interventions arranged by the inclusion Leader.

### **Do**

Class teachers remain responsible for their pupils' progress and outcomes. The inclusion leader will ensure that teachers are aware of any additional support being provided and the expected outcomes or specialist recommendations with regard to that intervention which are kept in Class files. This is to enable class teachers to support the transference of skills to the classroom context and be involved in assessing impact.

### **Review**

The effectiveness of the support and interventions and their impact on the pupils' progress will be reviewed termly by the inclusion Leader who will revise the support in light of the pupils' progress. If a pupil does not make expected progress over a sustained period of time, despite targeted intervention, the Inclusion Lead, in consultation with the pupil, parents/carers and teacher, will consider involving external specialists. These may include the Educational Psychology Service, Speech and Language Therapy Service, Occupational Therapy, Community nurse.

(SEND Code of Practice 2014)

Staff will ensure that there is careful monitoring and assessment of pupils throughout their time at Bluebell Primary School.

### **Headteacher**

The Head teacher's responsibilities include:



- The day-to-day management of all aspects of the school including the SEN provision;
- Keeping the Governing Body well informed about SEN within the school;
- Working closely with the Inclusion Lead and team;
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

### **Inclusion Leader (with SENDCo responsibility)**

The Inclusion Leader is responsible for the coordination of provision for special educational needs throughout the school. Responsibilities include:

- The day to day implementation of the SEND policy;
- Monitoring, evaluating and reviewing policies and practices relating to SEND;
- Assessing and identifying children's needs including monitoring and tracking progress;
- Supporting social, emotional and mental health through the provision of nurture and social skill groups;
- Working with and supporting class teachers, SEN pupils and parents/carers of those pupils;
- Coordinating provision maps for children with SEN in order to meet their needs effectively;
- Coordinating and evaluating the effectiveness of interventions;
- Developing existing skills of all staff in the identification, assessment of and provision for pupils with SEN and to provide training and support as appropriate.
- Leading, managing, supporting and developing the Teaching Assistant Team including the provision of regular training;
- Working in partnership with class teachers in the formulation and review of Individual Provision Maps, previously known as IEPs, and any recommended actions from external agencies;
- Involving the children, where practicable, in setting and reviewing individual targets in their Individual provision Maps and in decisions regarding their future SEN provision;
- Working in partnership with support agencies connected with children on the SEN register;
- Annually updating the SEN register.
- Meeting regularly with class teachers through Pupil Progress meetings to discuss the needs of children on the SEN register, to identify vulnerable children and to help them to identify appropriate strategies and resources;
- Requesting statutory assessments for an Educational Health Care Plan (EHCP) where appropriate;
- Maintaining up to date records for pupils with an EHCP and overseeing the record keeping for all children with special educational needs;
- Working closely with parents or carers of children with SEN including regular meeting and Annual Reviews;
- Working in partnership with the Family Support Adviser to organise Family Support Process meetings;
- Meeting parents who can discuss concerns with the Inclusion team by making an appointment through the school office;



- Liaising with the SEN Governor;
- Facilitating appropriate training and professional development for staff in the field of SEN;
- Working with the finance officer and head teacher to ensure the effective use of the SEN budget;
- Overseeing and maintaining specific resources for special educational needs;
- Reviewing and writing the SEN section of the School Development and Improvement Plan recognising training needs of all staff ;
- Organising transition for SEN children – both feeder nurseries and linked secondary schools including SRBs or specialist provisions as appropriate.

### **Parent Support Adviser**

The Parent Support Adviser is responsible for providing advice and support to families.

Responsibilities include:

- Supporting parents with children with SEND, this could include making relevant referrals to other agencies, sitting in on meetings, leading meetings eg FSP;
- Liaising with the Inclusion Leader regarding concerns parents raise regarding SEND issues around their children;
- Signpost parents to other agencies where they may receive additional support regarding their child's SEND;
- Providing supporting evidence, in conjunction with the Inclusion leader, for parents of children with SEND;
- Analysing attendance and working with parents to improve it.

### **Learning Mentor**

The Learning Mentor responsible for supporting pupils with social, emotional and behavioural difficulties across Bluebell Primary. Responsibilities include:

- Supporting children where social, emotional and behavioural difficulties may affect their learning
- Supporting colleagues during times of 'crisis' with a child and when a child needs to go to a safe place
- Supporting colleagues with additional strategies to support children in time of 'crisis'
- Liaising with the Inclusion Leader, Parent Support Adviser and Headteacher about vulnerable children and support given
- Plan and deliver appropriate support interventions to remove barriers to learning such as self-esteem, anger, attendance issues
- Liaising with parents regarding the work they are undertaking with the children
- Supporting children through transition to another school, high school or within Bluebell Primary.

### **Behaviour, Nurture and Inclusion (BNI) assistants**

The BNIs are responsible for supporting pupils with social, emotional and behavioural difficulties across Bluebell Primary. Responsibilities include:



- Supporting children where SEND barriers may affect their learning e.g. social skills for children with ASD either within the class setting or the nurture room
- Supporting colleagues during times of 'crisis' with a child and when a child needs to go to a safe place
- Supporting colleagues with additional strategies to support children in time of 'crisis' and on a daily basis.
- Liaising with the Inclusion Leader, Parent Support Adviser and Learning Mentor to ensure that there is consistent provision.
- Identify children for targeted interventions in liaison with the Inclusion Leader and class teachers.
- Assessing children at the beginning and end of interventions using Boxall Profile, Emotional Literacy
- Plan and deliver interventions across the school
- Liaising with parents regarding the work they are undertaking with the children e.g. Kids Skills, Building Blocks For Communication, Drawing and Talking
- Supporting children through transition to another school, high school or within Bluebell Primary.

### Class teacher

The SEN-D Code of Practice 2014 clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Providing high quality teaching and effective differentiated lessons to meet the needs of children with SEN;
- Having high ambitions and set stretching targets for pupils with SEN so that they can reach their individual potential.
- Focusing on outcomes not difficulties. Positive reinforcement to encourage pupil's achievements and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements enabling all children to feel valued;
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEN;
- Ensuring that all children can access the curriculum and engage in learning;
- Reviewing, with pupils, their individual targets and working with them on a daily basis to help them to achieve them through the activities tailored to support their learning;
- Identifying, planning and monitoring progress of SEN pupils;
- Writing and implementing Provision Maps for SEN pupils with the most complex needs in collaboration with the inclusion leader;
- Completing forms for external agencies in collaboration with the inclusion lead, pupil and their parents/carers;
- Following advice from support agencies and ensuring targets are implemented with individuals or groups of children;
- Collaborating with the inclusion leader to decide the action required to assist the pupil to progress;
- Working with the inclusion leader to collect all available information on the pupil;
- Completing Cause for Concern forms when requiring advice from the inclusion team.



- Keeping a record of behaviours using the behaviour log and record of harm forms for more serious behaviours which are disrupting learning.
- Developing constructive relationships with parents, listen to and value parents concerns about their child's development and engaging in positive discussions to ensure the best outcomes for the child.  
(See appendix 1- flow chart for procedures)

### **Teaching Assistant including Higher Level**

All teaching assistants are responsible for supporting all children with their learning within their classes. Responsibilities include:

- Supporting in the implementation and delivery of the Provision Map under guidance of the class teacher.
- Recording outcomes from the delivery of the Provision Map to support with future planning for the child.
- Liaise with the class teacher and inclusion lead regarding the progress of SEND children with whom they are working.
- Being aware of the differing needs of the pupils with whom they work and use strategies appropriate to the child's needs.
- Support the class teacher in following the appropriate policies or risk management plans in place to support the children.
- Support the class teacher in recording any causes of concern or behaviour incidents that warrant recording.

### **The role of the governing body**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The head teacher reports the outcome of the review to the full governing body.

### **Specialist Provision**

At Bluebell Primary School, we have a specialist ASD base which meets the needs of children with a diagnosis of ASD. The capacity is for 10 full time pupils. Children can access a place through a local authority panel process on the recommendation of head teachers across Norfolk. The base is for key stage 2 children who are expected to access up to 50% of mainstream lessons.

### **Criteria for exiting the SEN Register**

A pupil may be removed from the register where it is felt they have made sufficient progress towards agreed targets such that:

- They no longer have a significantly greater difficulty in learning than the majority of others of the same age, or



- Their disability no longer prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

This decision will be made in discussion with the pupil and their parents or carers at a review meeting. However their progress and access to the curriculum will continue to be monitored to ensure that there are no further concerns.

### **Monitoring and evaluation**

The Inclusion Lead monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The Inclusion Lead and the Head teacher hold regular meetings to review the work of the school in this area. In addition the Inclusion Lead and the named governor with responsibility for special needs also hold regular meetings.