

Review Date:

March 2018

Approved by Governing Body Date:

20 March 2018

Next Review Date:

March 2020

Bluebell Primary School

Special Educational Needs and Disability (SEND)

incorporating Inclusion Policy



Aim High and Respond
to Challenge

Celebrate and Develop
Independence



Love learning and
Understand Life

Take Care, of Self and
Others

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

Bluebell Primary's aims and Ethos

Bluebell Primary School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. We also value our staff and are committed to good employment practice. Bluebell Primary School seeks to ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic. These include: race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, living situation, or spent convictions. In this we include all members of the extended school community – pupils, staff, Governors, Parents / Carers and others from our local community. Partners, contractors and other visitors to the school are also expected to adhere to this policy.

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 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;

We are committed to providing an appropriate and high quality education to everyone within our community. Spiritual, moral, social and cultural education helps children develop personal qualities, which are valued in civilised society; for example, thoughtfulness, honesty, respect for difference, moral principles, independence and self-respect.

Our Inclusion Lead, Mrs Cook is responsible for the co-ordination of Special Education Needs and Inclusion at Bluebell Primary School. She can be contacted on 01603 452196. This policy will explain all aspects of Special Educational Needs and inclusion at Bluebell Primary School. Should you require further information you can access Norfolk's Local Offer at:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>. The local offer explains how the local authority will work with parents, local schools and colleges, as well as other services such as Health and Wellbeing Boards and provide links to services and information.

1. Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.
- Teaching standards (2014-2015) converted into Bluebell Primary teaching standards.

2. Definitions

The SEN code of Practice states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Index for Inclusion, Booth and Ainscow 2000, defines inclusion:

- To involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation'

3. Areas of Special Educational Need

Bluebell Primary School will make provision for pupils with the following 4 kinds of need:

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

Communication and interaction:

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

- Children and young people with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning:

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.
- Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical

- Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEN.
- These conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

4. Admissions

Bluebell Primary School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.

- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

The Schools Accessibility Plan details the planning the school has made for disabled pupils including access to the physical environment, the curriculum and access to information. The accessibility plan can be found on our school website.

5. Roles and responsibilities

The governing body has a responsibility to:

- Fully engage parents and / or young people with SEN when drawing up policies that affect them.
- Identify, assess and make SEN provision for all children and young people with SEN, whether or not they have an EHC plan.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEN.
- Designate an appropriate member of staff (the SEN co-ordinator or SENCO) as having responsibility for co-ordinating provision for pupils with SEN.
- Appoint a designated teacher for 'looked after' children where appropriate.
- Make reasonable adjustments for pupils with SEN and disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the school's SEN Policy, setting out the measures and facilities to assist access for pupils with disabilities.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities provided to assist pupils with disabilities, and the school's accessibility plan.
- Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEN, in line with their EHC plan.

The Head Teacher has a responsibility to:

- Promote Inclusion at Bluebell through all of our policies, systems and practices.
- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.

- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.

The SEN Coordinator (SENCo) must:

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the governing body and head teacher, as part of the school leadership team, to determine the strategic development of SEN policy and provision in the school.
- Work with the school governors and the head teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of the SEN policy.
- Coordinate the specific provision made to support individual children with SEN, including those who have EHC plans.
- Liaise with the relevant designated teacher where a looked after pupil has SEN.
- Advise on a graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEN.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Draw up a 1-page profile of the child or young person with SEN.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEN charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family.
- Ensure, as far as possible, that pupils with SEN take part in the activities of the school together with those who do not have SEN, including on forums.
- Ensure that the school keeps the records of all pupils with SEN up-to date.
- Inform the child's parents that SEN provision is being made, where the child does not have an EHC plan.
- In partnership with other senior leaders and the Head Teacher, the Inclusion Leader monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school.
- Leads in co-ordinating support and provision, particularly regarding pupils and families in vulnerable groups.

Class / subject teachers must:

- Plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.

- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- Achieving positive and supportive relationships with and between pupils.
- Successfully liaise with parents and colleagues.

6 Involving pupils and parents in decision making

Effective planning should help parents; children and young people with SEN express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEN label.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

At Bluebell Primary we work closely with parents 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. We also ensure continuity for pupils when transferring between classes or schools through carefully planned transition.

7 Identification and assessment of SEN

Early identification

- At Bluebell Primary we are committed to the early identification of Special Education Needs. As well as the Head Teacher, SENCo and class teachers, we have a dedicated team of support staff including:
 - Teaching assistants
 - A learning mentor
 - Three behaviour /nurture and inclusion teaching assistants (BNI)
 - A parent support advisor
 - A speech and language specialist

All staff have been trained in working with children with autism, step on training, and general special educational needs.

Key staff members hold up to date and relevant training certificates in areas such as autism, positive handling, Lego therapy, emotional literacy, art based therapy, speech, language and communication along with other academic interventions such as 'Catch Up; and 'Every Child a Reader'

Our Special Educational Needs Co-ordinator gained the professional qualification in 2017, she keeps up to date by attending regular network meetings and attending training when appropriate.

Keeping staff up to date with new approaches, strategies and training is a key part of our school development plan to ensure our children are getting the best possible support.

Children may be identified as having a difficulty if they:

- Make little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the positive behaviour management techniques employed by the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

In school support – Assess, Plan, Implement, Review

Through our inclusive practice we aim to create a learning environment where we demonstrate our belief that educational inclusion is about equal opportunities for all learners, regardless of any ability, ethnicity or national identity, religious background, gender or cultural identity. The attainment and achievement of all pupils is monitored closely and attention is paid to gender differences and the performance of vulnerable groups such as those who are on the Special Educational Needs Register, Looked After children, children who have English as an additional language or those who are from ethnic minorities. The school also recognises that children's self-regard as learners, together with their confidence in learning and attitude towards school, are key determinants of performance in school.

As part of a graduated approach to identify and meet need we:

- Establish a clear **assessment** of the pupil's needs. This is carried out through quality first teaching and differentiation, setting suitable learning challenges, responding to children's diverse learning needs overcoming potential barriers to learning, baseline assessments and continuous monitoring of the child's learning and abilities. Any initial concerns are address through changes to the approach of teaching and differentiation and evidence is collated within class. We understand children need a range of different teaching approaches and experiences and that they acquire information at different rates.
- **Plan** with the pupil and parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behave our, along with a clear date for review. This is recorded on a provision map for the child and evidence of intervention sessions are written and kept. At this point any additional resources/equipment are gathered.
- **Implement** the interventions/resources, with support of the SENCO. A timetabled programme of when the intervention is to take place, with whom and for how long is put into place. The type of support may include:
 - Intervention sessions with a teaching assistant, learning assistant or BNI.
 - Visual prompts such as checklists, feelings fan, mind maps
 - Social stories
 - Physical aids such as a writing slope, pen grips
 - Positive reward system
- **Review** the effectiveness of the interventions and making any necessary revisions. For this, the provision map will be looked at to see what the baseline data was at the beginning of the intervention and what improvements are showing now. A decision is made whether to continue the intervention or allow the child to apply their new skills independently. If the intervention was not as successful as originally planned, adaptations are made and the process is completed.

We know intervention is not meeting the child's need if they:

- Continue to make little or no progress in specific areas over a long period of time.
- Continue working at National Curriculum levels substantially below that expected of children of a similar age.
- Continue to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

External support

In consultation with parents, if a child's needs cannot be met through the resources normally available within school, we may:

- Have a consultation discussion with an Educational Psychologist
- Request an observation or assessment of the child's needs from a member of CEPP (The Child and Education Psychology Practice)
- Gain advice or make a referral to an NHS service such as the school nursing team, occupational health, a community paediatrician, Point 1 / CAMHS (child and adolescent mental health service)
- Access Through Technology
- Gain advice or make a referral to local support groups such as Nelson's Journey (for children who have been bereaved), Leeway (for children who have witnessed domestic violence) etc.

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. Being a child with ASD at Bluebell Primary does mean preferential treatment is given to admissions to the base as admissions are made by Norfolk Local Authority however it does mean the school has specialist staff and expertise when dealing with children who are on the Autistic spectrum.

Education Health Care Plans (EHCP)

Following external advice and recommendations, it may be deemed that a child's needs cannot be met in what is normally available through the school. In this instance, and in consultation with parents, a request for a statutory assessment will be made to the local authority in order for an Education Health Care Plan to be put in place.

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 up until the age of 25.

The referral includes:

- Parental views
- The views of the child
- Information about the child's health / medical history
- A one page profile, including the child's strengths
- Three cycles and evidence of assess, plan, implement, review
- Provision maps and data
- Any evidence from external agencies and evidence of implementing recommendations

Following a referral the local authority will respond to say that they will or will not carry out the statutory assessment. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

Reviewing an Education, Health Care Plans (EHCP)

Education, Health Care plans are reviewed on an annual basis in a meeting called an annual review and it requires everyone involved with the child or young person to come together to consider progress towards achieving the outcomes written in the plan and whether anything has changed.

The SENCo is in charge of setting a date at least two weeks in advance and inviting all necessary parties including the child's EHCP co-ordinator. As part of the annual review, the views of the child and parents will be collected along with up-to-date information from external agencies and the class teacher.

8. Record keeping and Confidentiality

Records belonging to children on the SEND register, and those for whom monitoring arrangements are in place, are kept updated by the SENCO. These records are stored securely, in line with our Confidentiality Policy and Data Protection Policy, following the requirements of The Data Protection Act 1998. Relevant information is shared with teaching staff, and other professionals involved in the child's care and support and with parents in an accessible format.

The school will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provision the school makes which is different or additional to that offered through the school curriculum on a provision map.

The school will not disclose any EHC plan without the consent of the pupil's parents/carers, with the exception of disclosure:

- To a SEND tribunal when parents/carers appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in higher education.

- To the head teacher (or equivalent position) of the institution at which the pupil is intending to start their next phase of education.

9. How to get in touch

If you would like to discuss your child's special educational needs or the school's provision for children with Special Educational Needs and Disabilities please contact our Inclusion Lead for the school, Mrs Cook, on 01603 452196 or email the school office: office@bluebell.norfolk.sch.uk

10. Further links for parents and carers:

SEN Code of Practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Norfolk's Local Offer

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Norfolk's SEND information

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/introduction-to-send>

Norfolk's SEND partnership

<http://www.norfolksendpartnershiassiass.org.uk/>

Norfolk SEND Partnership offer information and advice to children, young people and parents/carers about special educational needs and disabilities (SEND).

KIDS SEND Mediation Service

<https://www.kids.org.uk/mediation-info>

An independent mediation and disagreement resolution service, which is free of charge for parents/carers and young people. Our service helps to settle disagreements between parents or young people and local authorities and schools or other education providers. These disputes are often about the special educational needs and disability (SEND) of children and young people, and how best to meet their needs.