

Bluebell Primary School

SEND and Inclusion Policy



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1. Aims:

Our SEN policy and inclusion policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Bluebell Primary School, we provide an inclusive curriculum appropriate for all our children. We believe that every teacher is a teacher of every child or young person including those with Special Educational Needs and Disabilities (SEND), that SEND is a whole school priority and that the principle of inclusion extends to society as a whole and is the responsibility of all pupils, parents, governors, staff and the wider community.

Inclusion can be defined as attitudes and methods that ensure all learners can access mainstream education – it covers SEND, community cohesion, higher attaining pupils and English as an additional language (EAL).

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is ‘additional to and different from’ that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2015).

Please refer to the school’s Send Information Report for further information.

2. Objectives for Inclusion and SEND:

- To value the rich contribution that difference and diversity makes to our school. In recognising and responding to the diverse needs of children, we will use a range of flexible responses to meet such needs and accommodate their diversity.
- To seek the participation of all our children in learning which leads to the highest possible level of achievement and fulfilment for each individual.
- To ensure the view of the child (according to their age and understanding) and parents are sought and valued.
- To identify and provide for all children’s learning and physical needs as early as possible, using a range of strategies.
- To deliver planned and organised support for all children who are experiencing a learning difficulty or have a disability.
- To ensure all children’s needs are met through the practice, culture, management, and deployment of resources.
- To work in close partnership with governors, staff, parents, children and outside specialists to create and maintain the best possible provision for all children who have been identified as having a special educational need in accordance with the Code of Practice.

2.1 How are we going to achieve this?

- Identify and provide for pupils who have special and diverse educational needs.
- Work within the guidance provided in the SEND Code of Practice (2015).
- Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- Provide a Special Educational Needs and Disability Co-ordinator (SENDCo) who will work with the Inclusion and SEND policy.
- Provide support and advice for all staff working with special educational needs pupils.

3. Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2014 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.

4. Definitions

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them. Pupils have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

Special educational needs and provision can be considered as falling under four broad areas as outlined in the SEND Code of Practice (2015).

- Communication and Interaction
- Cognition and Learning
- Behaviour, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and/or physical

For further information on the different types of SEN and provision, please refer to the school's SEND information report - this can be found on the school's website.

5. Potentially vulnerable groups

The following groups may find the information in this policy particularly useful.

- Children with SEND
- Children whose home language is not English or is English in addition to another in the home.
- Children who are higher attaining
- Children with physical or sensory impairments
- Children whose families may be asylum seekers or refugees
- Children from traveller families
- Children under Local Authority care – Looked after children (LAC) and children who are adopted – previously looked after children.
- Children who are young carers
- Children whose families are under stress

5.1. English as an Additional Language

- The term English as an Additional Language (EAL) is used to refer to pupils whose main language at home is other than English.
- If the child was exposed to more than one language (which may include English) during early development, then the child will still be considered to be an EAL child irrespective of proficiency.
- EAL learners, from complete beginners to those with considerable fluency, will have diverse needs in accessing the curriculum and achieving their full potential. We will use a variety of strategies to support this.
- Our aim is for all EAL pupils to become confident in speaking, listening, reading and writing in order to access the curriculum.

5.2 Higher Attaining Pupils

- We use a range of strategies to identify more-able and very able pupils. The process is ongoing and takes into account information from staff, pupils, parents and carers.
- As appropriate, teachers will provide differentiated activities and a range of support and resources for these pupils.

6. Roles and responsibilities

6.1 The SENDCo

The SENDCo will develop effective ways to overcome barriers to learning, monitor TAs, monitor quality of training, and set targets for improvement.

The SENDCo will therefore:

- Work with the SLT and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Work in close partnership with the parents / carers, pupils and staff
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Advise teachers on how pupils might meet planned learning objectives
- Be the point of contact for and liaise with external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Review the provision on a termly basis to reflect progress shown through teacher assessment and monitoring of pupils' progress taking part in interventions
- Contribute to in-service training of staff and governors
- Attend Local Authority briefings and attend training opportunities to keep up to date with local and national SEND updates

- Be responsible for ensuring value for money and effective allocation of provision which is reviewed regularly in conjunction with the Head Teacher

The SENDCo is Susanna Eastick

6.2 The SEN Governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and SENDCO to determine the strategic development of the SEN policy and provision in the school
- Fulfil their statutory duties to pupils with special educational needs

The Governor responsible for Inclusion and SEND is Yvonne Thompson

6.3 The Headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategies development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND.

The Headteacher is Helen Plowman

6.4 Class teachers

Every member of staff is directly responsible for meeting the needs of all pupils.

In accordance with the SEND Code of Practice 2015:

6.36 *Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.*

6.37 *High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.*

The class teacher is responsible for:

- The progress and development of every pupil in their class, including those identified as having SEND
- Providing Quality First Teaching for all pupils including planning for group/ pupil differentiation.
- Identifying that a pupil has a need for additional support.

- Embedding a range of strategies to support identified pupils
- Planning, assessing, implementing and reviewing SEND provision, including interventions
- Ensuring interventions are delivered
- Supervising and directing any adults (such as TAs) involved in the learning of their pupils. Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working in partnership with the SENCO, pupil, parents / carers and other relevant agencies to review each pupil's progress and development and decide on any changes to provision
- Participating in appropriate training
- Ensuring they follow this SEN policy and follow the SEND Code of Practice 2015 as outlined here:

6.8 Parent / Carer Partnerships

We believe that parents / carers have key information to offer and play a critical role in their children's education. All parents of children with special educational needs should feel that they are treated as partners.

Parents / carers will therefore:

- Play an active and valued role in their child's education
- Be fully involved from the start
- Have the assessment process clearly and sensitively explained
- Offer unique insight on their child and any circumstances that might have an effect on academic and social progress
- Work in partnership with the school to help meet the child's needs
- Have access to external support and information networks

Parents / carers can access further support and information found in our SEND Information Report on the school's website and by clicking on the links to the Local Authority offer for SEND:

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

6.9 Pupils and Pupil Participation

“Children, who are capable of forming views, have the right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matter affecting them.”

UN Convention on the rights of the Child 1989

We believe that all children with special educational needs have a unique knowledge of their own needs and their views about what would help them. Whenever possible the pupils will be consulted and their views taken into account when decisions are being made about their education.

Pupils will therefore:

- Be fully involved from the start of the process
- Have the assessment process clearly and sensitively explained
- Have their opinions listened to and valued
- Be helped to make informed choices and decisions

- Be involved in the setting and reviewing of targets
- Have their views sought and honestly recorded as part of the annual review process and at other times, as appropriate
- Have their successes celebrated and their efforts recognised
- Become confident, effective pupils
- Be treated with respect from the rest of their peers

Pupil participation in the curriculum and breadth of the school life is a goal for all pupils.

7. Admissions

At Bluebell Primary School, our agreed Admissions Policy makes no distinction as to pupils with SEND. The aim of Bluebell Primary School is to meet the needs of any child of any parent / carer who wishes to register their child at Burwell Village College Primary School. In the case of pupils with an Education, Health and Care Plan, the SENDCo will work closely with the Local Authority EHCP Coordinator in coming to a decision about the most appropriate provision for the pupil. No pupil can be refused admission solely on the grounds that he/she has SEND or that relevant resources are currently unavailable.

8. Access Arrangements

Additional Provision can be put in place for your child to access assessments if they meet the criteria set by the Department for Education. These may include additional time or a scribe. The Class Teacher and SENDCo will meet to discuss whether your child would qualify for additional support.

9. Supporting pupils at Bluebell Primary School with medical conditions

- Bluebell Primary School recognises that pupils at our schools with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010).
- Some children may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision for which SEND Code of Practice (2015) is followed.

For further information, please see the school's policy on managing medicines.

10. Specialist Provision

At Bluebell Primary School, we have a specialist Autistic Spectrum Disorder (ASD) resource base (SRB) which meets the needs of children with a diagnosis of ASD. The capacity is for ten full time pupils. Children can access a place through a local authority panel process. The SRB 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 not mean preferential treatment is given to admission to the SRB 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.

11. Review of the SEND and Inclusion Policy

The governors will evaluate the success of this policy by enquiring how effectively pupils with special educational needs participate in the whole school curriculum and all activities. This will be reviewed annually. The governors will take into consideration:

- The aims of the SEND and Inclusion Policy and ensure these are being met
- The views of the parents / carers
- The views of the pupils (where appropriate)
- The views of the Head teacher, SENDCo and staff

The Governors will also ensure that the interventions for each pupil are reviewed regularly.

14. Monitoring arrangements

This policy and information report will be reviewed by the school's SENDCo every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

15. Links with other policies and documents

This policy links to our policies on:

- SEND information report
- Accessibility plan
- Behaviour and Anti Bullying Policy
- Equality information and objectives
- Supporting pupils with medical conditions