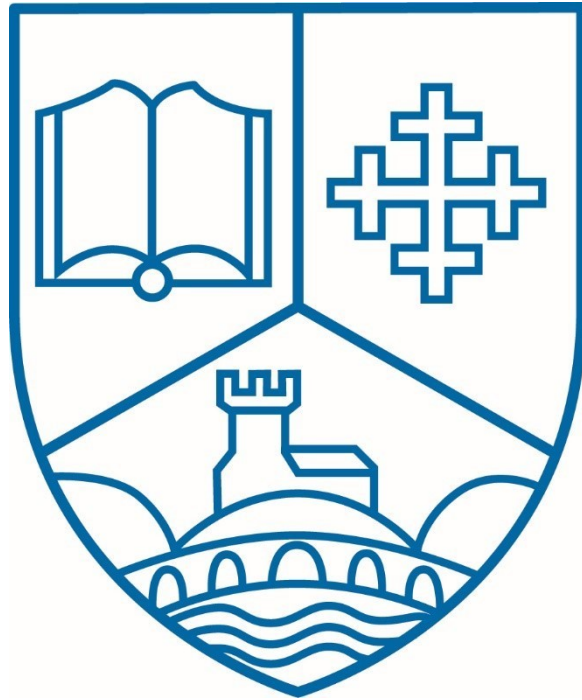


BIDFORD ON AVON
CHURCH OF ENGLAND PRIMARY
SCHOOL



Special Educational Needs and/or
Disability Policy

Dec 2024

Review – Dec 2026

Rationale

1. Bidford on Avon C of E Primary School provides an inclusive, broad and balanced curriculum for all children. The Early Learning Goals and National Curriculum are 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. Every teacher is a teacher of every child including these with special educational needs and/or disabilities.
2. A minority of children have particular learning and assessment requirements that could create barriers to learning. 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.
3. 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 and/or disabilities (SEND) takes account of the type and extent of the difficulty experienced by the child and gives them access to a full range of educational opportunities.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that: "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

When assessing needs of pupils to decide whether to place them in the SEND register the Code of Practice (2014) identifies four broad areas of SEND:

- Communication and Interaction (Speech and language or ASC)
- Cognition and Learning (including Specific Learning Difficulties (SpLD) such as dyslexia, Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Complex Learning Difficulties (CLD) and Profound and Multiple Learning Difficulties (PMLD))
- Social, Mental and Emotional Health (SEMH)
- Sensory and/or Physical (including Visual impairment (VI), Hearing Impairment (HI) and Physical disability (PD))

These four broad areas give an overview of what needs are planned for. The purpose of identification of needs is to work out what action the school needs to take, not to fit a pupil into a category. Many pupils will have needs in more than one area and when identifying the needs of a pupil, the school will consider the needs of the whole child in all areas, not just including

the special educational needs. A child may have other needs that are not SEN but may impact on progress and attainment e.g. disability, attendance problems, health and welfare concerns, social disadvantage. These needs are considered when planning to meet the needs of the whole child.

Aims

The aims of the policy are:

- to operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs and/or disabilities;
- to ensure we are creating an environment that meets the special educational needs and/or disabilities of each child;
- to ensure that the special educational needs and/or disabilities of children are identified at the earlier opportunity, assessed and provided for;
- to identify the roles and responsibilities of staff in providing for children's special educational needs and/or disabilities;
- to enable all children to have full access to all elements of the school curriculum and school life;
- to enable children in the school to work towards promoting a positive self- image and self-worth;
- to regularly review and evaluate children's progress and to work in partnership with parents, carers and children throughout the process;
- to follow the special Educational Needs and Disability Code of Practice; 0 to 25 years. (July 2014)

Inclusion

All pupils at Bidford on Avon C of E Primary School are equally valued, regardless of whether they have special educational needs and/or disabilities. They are included into every aspect of school like, sharing meal times, recreational times, school clubs and visits, where possible.

Bidford on Avon C of E Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos;
- Broad and balance curriculum for all children;
- Systems for early identification of barriers to learning and participation;
- High expectations and suitable targets for all.

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 and experiences.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs and/or disabilities. Additional interventions and support may also be put in place to support pupils. Progress of all pupil is monitored by the Senior Leadership Team (SLT) and individual pupils are discussed with the class teacher about any concerns about the pupil's progress.

The Role of the Special Educational Needs and/or Disabilities Coordinator (SENDCO)

In our school the Special Educational Needs Coordinator/Inclusion Manager:

- oversees the day-to-day operation of the school's SEND policy;
- coordinates the provision for and manages the provision for children with special educational needs and disabilities;
- liaises with the relevant Designated Teacher where a looked after pupil has special educational needs and/or disabilities;
- supports and advises colleagues on the graduated approach to providing special education needs support; contributing to in-service training of staff;
- maintains the school's SEND records, including managing and reviewing Passports for Learning;
- advising on deployment of the school's delegated budget and other resources to meet pupils' need effectively;
- contributes to and manages the records of all children with special educational needs and disabilities;
- liaises with parents/carers of pupils with special educational needs and/or disabilities;
- arranges and chairs regular meetings with parents/carers, if needed, including annual reviews;
- manages the school-based assessment and completes the documentation required by outside agencies and the local authority;
- 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 local authority and its support services;
- liaise with potential next providers of education to ensure a pupil and their parent/carers are informed about options and a smooth transition is planned;
- work with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs and disabilities.

Resources

The SENDCO, with the Head Teacher, 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 Educational, Health and Care plans.

The Head Teacher and SENDCO informs the governing body of how the funding is allocated to support special educational needs has been deployed. The Head Teacher and the SENDCO confer with other staff to determine the level of SEND budgetary resources, including funding directly related to Statements of Educational Needs.

Special Educational Needs and/or Disability Stages of Support

Provision for children with special educational needs and/or disabilities is a matter for the whole school. Every teacher is a teacher of every child or young person including those with SEN, therefore a whole school responsibility. 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.

At the heart of each classroom is a continuous cycle of Plan-Do-Review which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose attainment falls significantly outside the expected range may have special educational needs. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs and/or disabilities.

Where a pupil is identified as having special educational needs and/or disabilities, we will take action to remove barriers to their learning and put effective special educational provision in place. The support will take form of a four-part cycle (assess, plan, do, review) through which early decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil making good progress and securing good outcomes.

Early identification is vital. The benefits of early identification is widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.

Early Identification

All pupils' progress is regularly monitored by the teacher throughout the year, where progress continues to be less than expected for a pupil, the teacher will work with the SENDCO to assess if the pupil has special educational needs. Whilst informally gathering evidence (including the views from the pupil and their parents/carers when appropriate) additional support such as an intervention group will be put in place where required.

At Bidford-on-Avon Primary School, the senior leadership team regularly and carefully reviews 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 special educational needs and/or disabilities most frequently encountered.

Targeted Support

The SENDCO will observe the pupil in class and arrange a meeting with parents/carers to discuss the pupil's needs. At this point, the pupil will be added to the school's special educational needs register. Targeted interventions may be put in place to support the pupil and assessments might be carried out by the SENDCO to gather more information about the barriers the pupil has to learning.

Higher Level Support

If the pupil has more specific needs, the SENDCO may refer your child to be assessed by another professional. This could be one of the following:

- Educational Psychologist (EP)
- Speech and language Therapy (SALT)
- SEND Supported
- Occupational therapist (OT)
- Child and Adolescent mental health service (CAMHs)
- Hearing or visual impairment support (HI/VI)
- School Health Team (COMPASS)

Parents/carers will be kept up to date with any referrals and any notes of visits will be shared. Actions will then be put in place as suggested and be reviewed regularly. The pupil may then be given a personalised individual education plan (IEP) to support their learning. This will be monitored throughout the year and parents/cares and the child will meet with the teacher at least three times a year to review the targets and support. If a pupil is receiving a higher level of support and intervention, a Passport for Learning may be put in place to track addition support being put in place to support the pupil's needs.

Educational, Health and Care Plan

The majority of children and young people with special educational needs and/or disabilities will have their needs met within the school. However, some children may require an Education, Health and Care (EHC) plan. The purpose of an EHC plan is to make sure the special educational provision meets the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

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. All Class Teachers are responsible and accountable for the progress and development of all pupils in their class. Class Teachers work in collaboration with the school SENDCO and Teaching Assistants to ensure that quality first teaching, including personalised teaching and reasonable adjustments and intervention is delivered to all pupils in their class including those with Additional Needs.

IEPs and passports for learning employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Targets in a child's IEP or passport for learning is always discussed and shared with the children and parents/carers. This improves motivation and helps children measure their own success and progress.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. 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.

Partnership with parents/carers

We value the positive role and contribution parent/carers can make. We make every effort to work in full co-operation with parent/carers, recognizing and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers at all stages. We encourage parents/carers to make an active contribution to their child's education. We have regular meetings to share the progress of special needs children with their parents/carers. We inform the parents/carers 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.

A named governor takes a special interest in special needs and is always willing to talk to parents/carers.

Complaints from parents/carers of pupils with special educational needs and/or disabilities concerning the provision made at school are dealt with in the same way as any other complaints, following the Local Authorities complaints procedure. The SENDCO/Head Teacher is responsible for making parents/carers aware of these procedures should the need arise.

Monitoring and evaluation/ criteria for exiting the SEND Register

The SENDCO and Head Teacher monitors the movement of the children within the SEND system in school. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENDCO is involved in supporting teachers involved in drawing up IEPs and passports for learning for children and for regularly monitoring these. The SENDCO and the named governor with responsibility for special needs hold regular meetings and up-dates about SEND provision and it is shared with all stakeholders when necessary. As part of pupil progress meetings with the Head Teacher, children with special educational needs and/or disabilities are always a focus area. Parents/carers are met with at least three times a year to discuss their child's targets, progress and next steps. This may result in the child being removed from the SEND register if it is felt that the child no longer required the additional support or a referral for additional support. Children will only be removed from the SEND register when they no longer require additional to or different support in order to make adequate progress in all areas.

The Governing Body reviews this policy regularly and considers any amendments taking account of prior attainment, access to the curriculum, increased independence or development of social and personal skills.

SEND is a part of the School Improvement Plan and is discussed regularly at senior leadership meetings. On the Bidford on Avon C of E Primary School's website, the SEND page outlines the support we provide and gives parents/carers additional information and support. This tab also gives information about transition procedures, a link to the Local Authorities Local Offer, our school's SEND report to Governors and parents and other useful information.

Admission arrangements

The admission criteria for the school are such that no child is barred from admission because of special educational needs, if mainstream schooling is felt to offer the appropriate provision for the child.

Conclusion

By adhering to this policy, we will ensure that all children's needs, which have been identified as early as possible, are met. We will work in partnership with parents, taking account of the views of the child, in an age-appropriate way and liaising with outside agencies as necessary.

This policy will be the subject of continuous review by the Head teacher, Inclusion Manager, SEND Governor, teaching and non-teaching staff.

This policy takes account of Behaviour, Disability Equalities Scheme, Racial Equality, PSHE&C, Spiritual, Moral, Social and Cultural, Assessment Policies and the Accessibility Plan.

The SENDCO is: Miss R Hickman

The SEN Governor is: Mrs Moore

Date: Dec 2024

Endorsed by Governing Body: Dec 2026

SEND support flowchart

Stage 1 – Early identification

- Ensure the pupil is accessing quality first teaching (refer to the triangle of provision)
- Put targeted interventions in place, if relevant. Sessions to run for a minimum of six weeks and then reviewed.



Stage 2 – SENCo involvement

- Class teacher to meet with parents regarding concerns
- Complete Pupil Concern Form
- SENCo to carry out observation of child and/or carry out assessments SENCo to suggest strategies and interventions (may return to stage 1 at this point)



Stage 3 – Referral

- SENCo and class teacher to meet with parents/carers to discuss concerns, outcomes of observations and assessments, and to look at next steps/actions (may return to stage 1 at this point)
- SENCo, with support of the class teacher, to refer to outside agencies
- IEP/Passport for Learning to be created if appropriate for the child
- Targeted interventions to continue if appropriate



Stage 4 – Review

- Review meeting with parents/carers to be arranged, alongside outside agencies if applicable
- Passport for Learning to be reviewed, at least three times a year (with pupil and parent involvement)
- Ongoing access to quality first teaching
- Ongoing targeted interventions, if appropriate
- Ongoing observations and SENCo involvement
- Additional referrals to be made if necessary

