



SPECIAL EDUCATIONAL NEEDS (SEND) AND INCLUSION POLICY

Approved by:

Gary Reid

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Bleakhouse Primary School
SPECIAL EDUCATIONAL NEEDS (SEND) AND INCLUSION POLICY

At Bleakhouse Primary School, we equip children with the skills and knowledge to thrive as independent learners. Through an inspiring curriculum, high expectations and in a caring, inclusive community, we enable all children to become well-rounded individuals who fulfill their potential and be the best that they can be.

At Bleakhouse Primary School we are resilient, responsible, respectful, honest, friendly and kind.

This policy takes account of the good practice which has developed at Bleakhouse Primary School over recent years. In particular it acknowledges the development of a whole school approach, which involves all staff and focuses on ensuring appropriate support for pupils with special educational needs. It is part of an ongoing and changing process.

Special Educational Needs and Disability Code of Practice: 0 to 25 years- Definition of Special Educational Needs

For the purposes of this policy we have used the term Special Educational Needs as defined by the Code of Practice.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- has 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs and Disability Code of Practice: 0 to 25 years (D.f.E., 2014).

Disability under the 2010 Equality Act is defined as 'a physical or mental impairment which has long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' Long-term is defined as 'a year or more' and substantial as 'more than minor or trivial'. Please refer to the Disability Equality Scheme and Accessibility Plan documents on the school website.

Pupils must not be regarded as having a difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special Educational provision under Section 21 of the Children and Families Act 2014 is:

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this.

The Teachers' Standards in England from September 2012 include that all teachers are teachers of children with SEND and that teachers have a clear understanding of pupils needs; and be able to use and evaluate distinctive teaching approaches to engage and support pupils.

The school is committed to the process of inclusion as a whole school and will involve pupils, parents, staff, governors and the local community in this process.

Broad Areas of Need

The 2014 Code of Practice defines the broad areas of need as:

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

Entitlements of Children with Special Educational Needs

All children are entitled to access a broad and balanced curriculum. The National Curriculum Inclusion statement notes:

Teachers should set high expectations for every pupil...
They have an ... obligation to plan lessons for pupils who have low levels of prior attainment ... Teachers should use appropriate assessment to set targets which are deliberately ambitious.

Primary National Curriculum (DfE, 2014)

Lessons are planned to meet the needs of children and remove barriers to learning so all children achieve.

Identification of SEND

Where an individual is identified as having SEND their needs will be assessed, SEND support will be planned and implemented. This will then be reviewed at least termly. Planning and reviewing to meet the needs of individuals will include discussions with the child and their parents.

All staff are responsible for identifying children with special education needs. The SENDco will work with staff to ensure that those pupils who may need any additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed and children may access a short-term intervention to

meet a learning need. Such interventions will be recorded on the child's intervention record.

Children making less than expected progress in attainment or development will be monitored more closely. This less than expected rate of progress is considered to be:

- Significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Special Educational Needs and Disability Code of Practice: 0 to 25 years (D.f.E., 2014).

Teachers, with the SENDco, will discuss all the available information about a child alongside national data and expectations. Decisions taken at this meeting will be recorded. Discussions will also be held with the child and their parents as soon as possible to gather their views of their child's needs. Advice from outside agencies may also be sought as necessary. Only with the agreement of Parents will a child be moved to SEN Support.

SEN Support

Children who are identified as having SEN will receive SEN Support. At this level each child will have a SEND Provision Plan (Special Educational Needs and/or Disability Provision Plan). The plan will include details of any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the parents, child and SENDco. The child's strengths, interest and particular needs or difficulties are recorded. The SENDco supports the class teacher in planning provision for the child, and draws up the SEND Provision Plan setting out measurable targets; interventions to be accessed and the expected outcomes for the child. The plan is reviewed termly or as appropriate.

Further professional advice may be sought at this stage as is considered necessary for the individual needs of the child.

Transition

- The school works to support children with SEND as they join the school and as they leave the school to make the move to their next school.
- Visit to existing school/setting or home visit where relevant.
- Transition days — staggered at times of the day to meet the needs of the child e.g. after school, during class time.
- The SENDCo and class teachers discuss the needs of each child with the previous/ next school.
- Resources are organised so that they are in place for when the child joins the school.
- Individual transition programmes are arranged and supported by the school as necessary.

- Such programmes have included additional visits made by or to the children.
- The SENDCo invites receiving schools to Annual Review Meetings and prioritises attending these at other schools when necessary.
- Change of Year Group teacher: your child's new teacher will be informed of general information about your child as well as strategies to support their academic and personal development.

Education, Health and Care Plans

In a very few cases it may be necessary for the school to consider, in consultation with the Parents and any outside agencies, whether a request for an Education, Health and Care Plan (EHC Plan) assessment may be necessary. We use the LA guidance to make any such decisions. Parents also have the right to make such a request. If the child's needs are considered to be severe and complex, the LA may issue an EHC Plan.

Role and Responsibilities/Coordination of Provision

Provision for pupils with special educational needs is a matter for the school as a whole. There a range of resources available and are allocated to meet SEND needs including wobble cushions, sensory circuits (access to sensory equipment), weighted blankets.

Staff are trained on a need's basis following a whole school CPD programme.

The Headteacher

The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher keeps the Governing Body fully informed and works closely with the school's SEN Co-Ordinator or team. The Headteacher seeks out and shares best practice with the LA and other schools.

The SENDco is responsible for:

- The day to day operation of the Special Educational Needs and Inclusion Policy.
- Liaising with and advising fellow teachers.
- Co-ordinating and managing the provision for children with SEND.
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated.
- Liaising with parents of children with SEND.
- Enabling all children to reach their full learning potential.
- Offering the children a curriculum matched as closely as possible to their individual needs.
- Developing links with outside agencies as appropriate and being a point of contact.
- Enabling parents and pupils to feel more involved in planning and reviewing provision.
- Ensuring parents have information about how to access further information and advice including from the LA and voluntary organisations in appropriate formats.

- Ensuring appropriate records are maintained.
- With the Headteacher and Governing Body provide strategic leadership and development of SEND in the school.
- Coordinating SEND work in the school on a "whole school" basis, involving all relevant members of staff.
- Supporting the transition of children with SEND to and from the school.

The current SENDco is Mrs. E. McGahey

The teachers are responsible for: -

- Being accountable for the progress and development of all pupils in the class including where these children are supported by other members of staff.
- Identifying, assessing, planning and recording the needs of his/her SEND pupils and identifying targets, appropriate interventions and expected outcomes for SEND Provision Plans.
- Making use of the SENDco without abrogating their own responsibilities.
- Developing appropriately differentiated tasks in all curriculum areas.
- Ensuring that all SEND pupils engage in the activities of the school to the best of their ability.
- Encouraging SEND pupils to give their best and recognise their efforts.
- Ensuring parents are fully informed and their views are heard including in relation to initial concerns, and reviewing SEND Provision Plans termly.

The role of the Parents

- Share information regarding their child as they are the people who know the child best.
- Keep school informed of agencies such as health that are working with their child.
- Contribute to the assessment, review and decision making process including writing and reviewing SEND Plans.
- Support interventions by working in partnership with the school at home.
- Attend arranged meetings.

Parents of a child with an EHC Plan will be invited to an Annual Review along with any appropriate outside agencies.

The Role of the Child with Special Educational Needs

- The child needs to be involved in the assessment process.
- Give their views regarding identification of their difficulties, target setting, working towards targets.
- Pupils need to be involved in writing, implementing and reviewing their SEND Provision Plan.

The Role of the Governing Body

The school Governing Body have a specific responsibility to: -

- Ensure that arrangements are in place in school to support children with medical conditions (please see the Medical Conditions Policy).
- Ensure SLT consult with health and social care professionals, pupils, parents to ensure that children with medical conditions are effectively supported.
- Ensure that there is a named Governor who has specific responsibility for the oversight of the school's arrangements for SEN and disability.
- Ensure the necessary provision is made for any pupil who has special educational needs.
- Ensure that pupils' needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have special educational needs.
- Consult and work with the LA Local Offer arrangements.
- Ensure that a child with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Ensure that Parents are involved in the decision making process in relation to SEND provision being made of their child.

Governors will have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (D.f.E., 2014), the Disability Discrimination Act and the Equality Act.

Complaints Procedure

The partnership with parents is particularly important aspect of provision for children with SEND and we hope that through this partnership the number of complaints will be very few.

The complaints procedure has a hierarchical structure and is detailed in the Complaints Policy on the school website. In brief the structure is as follows: -

1. Parents are asked to discuss their concerns as early as possible with the class teacher so that appropriate action can be taken.
2. Should there be continuing difficulty the class teacher would arrange a meeting with the class teacher and SENDco within an agreed time.
3. If parents remain concerned, a meeting would be arranged with the Headteacher within an agreed time.
4. Finally, complaints should be referred to the Governing Body.

Parents should feel confident that all concerns or complaints would be dealt with sympathetically at each stage.

Equal Opportunities and Racial Equality

At Bleakhouse Primary School we are committed to equality of opportunity for all children, parents/guardians, members of staff, governors and visitors to the school. We aim to ensure that no-one is discriminated against on the grounds of race, ethnicity, gender, disability, colour, age, nationality, marital status, sexual orientation, trade union activity, political or religious belief. We aim to take positive steps towards raising awareness of these issues in order to develop our children as tolerant, responsible citizens in a multi-cultural society. Also refer to the Equality Policy.

We must ensure that all children are valued equally, that SEND children are valued as much as higher ability children; are given the same opportunities to participate in the whole range of school activities and are given their share of responsibilities.

This policy is reviewed annually. E. McGahey developed in co-production with the governors and other stakeholders.

The LA Local Offer is available on the council website [Sandwell Local Offer | Family Information Service Hub](#)

Documents Related to this Policy

Disability Equality Scheme
Accessibility Plan
Medicines Policy
Medical Conditions Policy
Teaching, Learning, Curriculum and Assessment Policy
School's Local Offer
LA Local Offer
SEN Information Report
Equality Policy
Intimate Care Policy
Positive Handling Policy

Appendix 1 Specialist Help

Agency or Service	Who they work with
Educational Psychology	Pupils with more significant and complex learning needs. Provide school staff with advice on teaching strategies, resources, individual and whole school training.
Speech and Language Therapy Service (SaLT)	Pupils who are referred by the GP or school who have specific speech or language needs. Provide school with advice on work that can be carried out in school as well as providing specific programmes in clinic.

Communication and Autism Team	Pupils with social and communication difficulties or a diagnosis of Autism. Provide individual and whole school training for staff with advice on teaching strategies, resources for pupils with Autism.
Sensory Support Service Pupils with visual or hearing impairments.	Provide school with advice regarding resources and strategies to support pupils with sensory impairments.
Health professionals	Provide advice and support for staff working with individual pupils with health needs: School Nurse. Physiotherapist. Occupational therapist. Child Development Centre.