



Special Educational Needs and Disabilities Policy

1. Safeguarding

The welfare and safety of children who attend our school is our paramount concern. We will promote the health, well-being and safety of the pupils in all we do. We recognise that our children have the right to protection, regardless of age, gender, race, culture or disability. We understand our responsibilities set out under section 175 of the 2002 Education Act and the latest version of the Statutory DfE Guidance 'Keeping Children Safe in Education' to work together in partnership with other agencies to help children to grow up in a healthy and safe environment.

2. Equal Opportunities

At Bells Farm we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

3. Aims and Objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions with full inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.



Bells Farm Primary School has a named SENCO (Mrs Rebecca Stoiber) and a named Governor responsible for SEND (Mrs Jill Hughes) They ensure that the Bells Farm Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014).

This policy and the school information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 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 coordinators (SENCOs) and the SEN information report

This policy should also be read in conjunction with the following policies and documents:

Inclusion Policy

Equality Policy

Disability Equality Scheme including Accessibility Plan

Behaviour Policy

Anti-bullying Policy

Looked After Children Policy

Child Protection Policy

Assessment Policy

PSHE Policy

4. Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with an Education, Health and Care plan and those without.

All SEND paperwork should be passed to the SENCO by the previous school/ setting or parents as soon as possible. If the child is making a transition from another school, the SENCOs from both settings will liaise to discuss arrangements to be made as well as any other important information relating to the child's needs. Where face to face meetings are not possible, contact will be made using the telephone to ensure that there is a good understanding of what type of provision is required. The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored to ensure that all the appropriate provisions are in place.



5. The Role of the Governing Body

The governing body challenges the school and its members to secure appropriate 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.

Requests for admission of children with an Education, Health and Care Plan are submitted via the Local Authority. The governing body, in conjunction with the SENCO and Head Teacher then consider whether the child's special educational needs can be met effectively at Bells Farm.

6. What are special educational needs?

At Bells Farm it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. At Bells Farm we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person but also areas such as:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

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 Code of Practice (June 2014).

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



A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

This SEND policy details how, at Bells Farm, we will do our best to ensure that the appropriate provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

7. Identification and Assessment

All teachers are teachers of children with special educational needs

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

The school will assess each child's current attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their settings and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the



child's performance in different subjects to establish whether the difficulties are due to limitations in their command of English or arise from special educational needs.

8. The Role of the SENCO and Provision for SEND at Bells Farm

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local Secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Monitoring the progress of children on the SEND register through regular classroom observations

8.1. Monitoring Children's Progress

The school's system for monitoring and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This might lead to the conclusion that the pupil requires help **over and above** that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.



In order to help children with special educational needs, Bells Farm will adopt a **graduated response**. We first, assess needs, we then plan for this. We put provision in place and we then review it to see if it is successful (**Assess, Plan, Do and Review**). This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual.

The school will record the steps taken to meet the needs of individual children through the use of a **Provision Tracker**. Some children will have an Individual Support Plan and/or a One Page Profile. The SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for an **Education Health and Care Plan**, we will provide the L.A with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue.

If concerns continue then **Additional Support** will be put in place and monitored for a period of up to 6 - 12 weeks. This support is recorded on the school's **Provision Tracker** and discussed with parents at parent's evening meetings. If no progress is noted after this time the child **may** then receive **Enhanced Support**. The child's name **may** be added to the school's SEND database if they receive additional support and **will** be added if they receive enhanced support.

Enhanced Support – On reaching this point the class teacher, after discussion with the SENCO, will then provide interventions/support that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which may be recorded on an Individual Support Plan. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and child.

8.2 Reasons for a child being added to the SEND database may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent social, emotional or mental health difficulties which are not improved by the techniques usually employed in 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.

8.3 Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs and disabilities will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs through the review and transition process.

The school website contains links to our policy for special educational needs. The **Special Educational Needs Information Report** includes the arrangements made for children in our school with special educational needs.

At all stages of the special educational needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share their progress with parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENCO and parents and children have access to the school website which has a dedicated section for Special Educational Needs.

8.4 The Nature of Intervention and Support

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments/observations.

This may include:

- Differentiated learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO or with TA support or other specific interventions (details of which can be found on our website).



- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action.

Parents will be invited to meet regularly with the class teacher and SENCO and they will have specific time to discuss individual targets and progress with the SENCO.

8.5 Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or social skill difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the support plan continues to be the responsibility of the class teacher.



8.6 School Request for an Education Health and Care Plan

An Education, Health and Care plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25. It is a way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This process focuses on what is important for children and young people, i.e. what they and you want to achieve now and in the future.

A request will be made by the school to the L.A if the child has demonstrated significant cause for concern. The L.A will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- Attainment in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the child and parents.

9. Transition between Settings

Upon admitting new children with known SEND the SENCO will contact the previous school to collect information and request paperwork to be transferred and arrange a meeting with the parents. If a child with SEND transfers to another primary school the SENCO will contact the SENCO at the receiving school to share information to aid a smooth transition. Upon allocation of Secondary Schools for children with SEND the SENCO will arrange a formal meeting to share information and hand over documents. This is an ideal meeting for parents and the child to attend to begin to develop relationships with new staff.



9.1 Transition to Secondary School

For all pupils with special educational needs, the SENCO will liaise with the SENCO of the receiving secondary school, who will be invited to a pupil's last review at Bells Farm.

Children with an Education, Health and Care plan will have a Transition Review in the spring term of Year 5. The meeting should be helpful in guiding parents to visit appropriate Secondary schools. Information on schools will be discussed at this review.

10. Links with other Schools

Our school is a member of Kings Norton Consortium. The SENCO and members of the Leadership Team have regular meetings to keep up to date with new legislation and approaches.

11. Monitoring and evaluation of this policy

The SENCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. She is involved in supporting teachers and in drawing up Individual Support Plans for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENCO and the named governor with responsibility for special educational needs also hold regular meetings.

This policy will be reviewed annually
Person(s) responsible: SENCO – Ms Beki Stoiber

Date of policy: September 2022
Date of review: September 2023