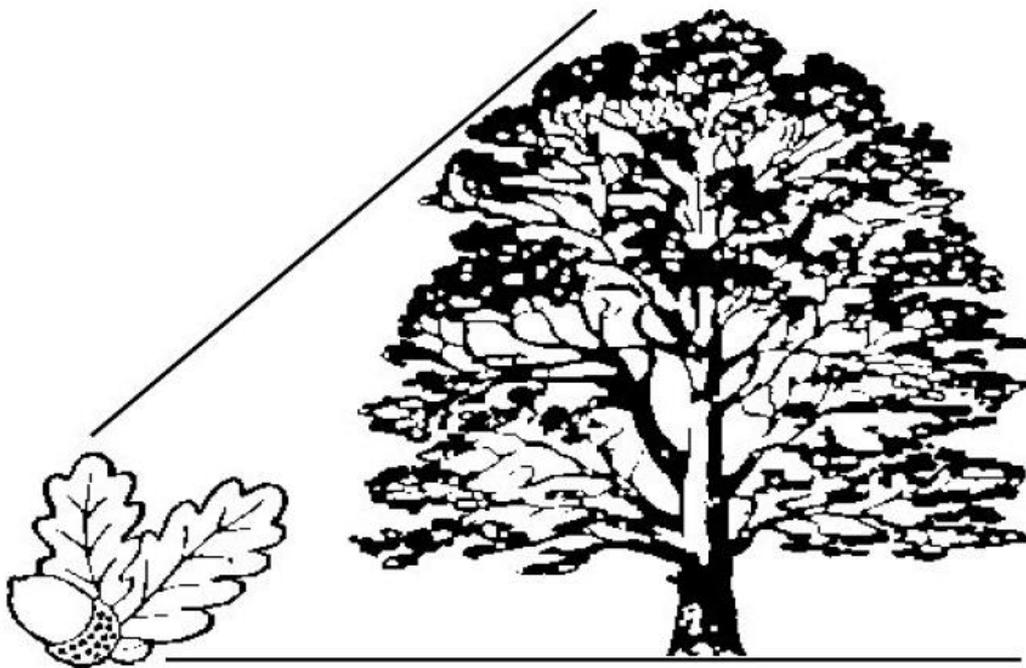


The Bligh Federation



Special Educational Needs and Disability (SEND) Policy

The Bligh Federation

Special Educational Needs and Disability Policy

Principles governing our SEND Policy:

The Governing Body and staff of The Bligh Federation are committed to ensuring that all children are provided with equal opportunities and have access to a broad and balanced range of experiences which meet all children's individual needs.

We recognise the definition of Special Educational Needs and Disabilities as set out in the new Code of Practice 2015:

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 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 facilities of a kind generally provided for others of the same age in mainstream schools.*

DfE, Special Educational Needs and Disability Code of Practice, 2015.

Aims and Objectives:

- To identify, assess and provide appropriate provision for children with Special Educational Needs and Disabilities
- To provide an environment in which children with Special Educational Needs and Disabilities can achieve success and enjoyment and make progress towards the individual targets indicated in their provision maps, school based plans, Statements of Educational Needs (SEN) and Education Health and Social Care Plans (EHCPlan)
- To encourage and support children to actively participate in all school activities whenever possible
- To support all staff by providing extra resources and strategies for children experiencing difficulties
- To promote parental involvement by ensuring that parents of children with Special Educational Needs and Disabilities are kept well informed of their children's targets, progress and the provision provided for them
- To involve pupils by encouraging them to become active participants in reviewing and setting agreed targets in order to raise their self esteem and enable them to feel confident in their progress

Admission Arrangements:

All children have equal rights of admission to The Bligh Federation according to the 2015 SEND Code of Practice and following the admission arrangements set out in the School Prospectus.

An Active Partnership with Parents:

At The Bligh Federation we promote a positive attitude towards parents and recognise the important role they play in their children's education.

The school informs parents about Special Educational Needs through the following arrangements:

- The school prospectus
- Initial meetings for new parents
- Regular meetings with parents held during the 2nd, 4th and 6th terms when teachers will discuss any concerns that they may have about a child
- Informing parents when children are placed on and removed from the Special Needs Register.
- Discussing Individual / Class provision maps / school based plans
- By involving parents in discussions about their children's progress
- Publishing the SEND Information Report and SEND policy
- Additionally, the teachers, SENCo and Parents can request to meet to discuss a child's needs.

Roles and Responsibilities:**Governors:**

- It is the responsibility of the governing body to maintain a general overview of the School's SEND provision and policy and to ensure that there are adequate staffing and funding arrangements. The Curriculum and Standards Committee has been delegated the responsibility to monitor and advise the Governing Body, alongside the Headteacher, Deputy Headteacher and SENCo. There is also a SEND Governor responsible for meeting with the SENCo at regular times throughout the year.

Headteacher:

- The Headteacher has overall responsibility for the provision for children with Special Educational Needs and Disabilities and ensuring the allocation of SEN funding. The Deputy Headteacher has overall responsibility for Inclusion.

Special Needs Coordinator (SENCo):

It is a statutory duty that the SENCo is a qualified teacher who has successfully completed certified training via a course recognised by the Local Authority. This course must focus on the co-ordination of SEND in maintained schools.

- The day to day operation of the school's SEND policy
- To coordinate the provision for children with SEND
- To give support and advice to class teachers regarding provision and intervention for children who are identified as SEN Support, have a Statement of SEN or Education, Health and Social Care Plan
- To coordinate the timely completion of individual / class and Whole School Provision Maps
- To liaise with the Teaching Assistants (TAs), external agencies and class teachers in preparing documents for children who are undergoing Statutory Assessment
- To give support to staff working in the Foundation Stage and Key Stage 1 in identifying and providing for children with SEND
- To liaise with parents of children with SEND
- To liaise with external agencies
- To maintain the school's SEND Register
- To organise and attend In School Reviews in terms 2, 4 and 6
- Publish the SEND Information Report on the website and ensure parents are kept abreast of provision

Class Teachers:

- To be responsible for the identification of children with Special Needs within their class with support from the SENCo.
- To liaise with the SENCo and TAs to provide appropriate provision for children with SEN
- To write, implement and review School Based Support Plans and Individual Provision Maps and discuss the plans with parents
- To liaise with parents of children with SEN to keep them informed of their child's progress and suggest ways to support their learning at home
- To provide appropriately differentiated activities within the classroom
- Provide up to date information for the In School Reviews (Three per academic year)

Teaching Assistants/Key Person:

- To work closely as a team with the class teacher/s to support children with SEND both individually and in small groups
- To help implement Individual Provision Maps and other planned support
- To liaise closely with the SENCo

Identification of Need and Provision:

Identification is a whole school responsibility that involves identifying particular children whose difficulties are causing concern. Class teachers identify children with SEND following on-going observations and assessments. Where concerns arise, a 'SEND Concern Form' should be completed and forwarded to the SENCo as soon as possible. The SENCo will then advise on the next steps, including informing and liaising with parents. Please see SEN Identification flowchart for further details.

Children may be experiencing difficulties in one or more of the following areas:

- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Physical and Sensory Development

Parents are informed if special provision is being made for their child and their knowledge and opinions will be asked for and valued.

SEN Support :

In line with the 2015 SEN and Disability Code of Practice, all children on the SEND register that do not have an Education Health and Care Plan are now registered as SEN support and have a graduated approach to learning.

The class teacher will record all additional provision on a provision map that will be monitored by the SENCo . The children are placed on the Special Needs Register as 'SEN Support'. This plan will be discussed with parents and children, it will include small, measurable, achievable and relevant targets to enable the child to access the curriculum and make progress. The class teacher will plan differentiated activities for the children and appropriate support within the setting. Provision, progress and targets are reviewed regularly with new targets being set when required. These are discussed with parents and the children. A child who is still not making progress despite SEN Support will be discussed at the In School Review. It may be necessary to seek assessments and support from external agencies, with parental permission. Provision and intervention will be reviewed in consultation with the class teacher, SENCo, external agencies and parents. Staff will follow a graduated approach, "A 4 part cycle (assess-plan-do-review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes." (SEND Code of Practice, 2015, Chapter 6)

Statutory Assessment:

Children with significant, long term and complex needs who continue to make little or no progress despite intensive SEN Support will be discussed at the In School Reviews. A referral for Statutory Assessment may be made, with parental consent, as laid down in the Code of Practice. Assessments will be sought from relevant agencies such as the Educational Psychologist, Paediatrician, Autism Outreach and Speech and Language Therapy Services. Children with a Statement of Educational Needs or Education Health and Social Care Plan, will have an Annual Review of their needs.

Reviews:

Provision Maps are reviewed regularly when new interventions and targets are considered and planned. In addition, children with a Statement of Educational Needs / Education, Health and Social Care Plans will have their statements reviewed annually.

In School Reviews are held in Terms 2, 4 and 6. With support from SENCo and Senior Leadership Team, Class teachers identify children they would like discussed at these meetings. The meetings are attended by the Headteacher/SENCo, Class teachers, the school's assigned Educational Psychologist and other relevant outside agencies. Advice and strategies are sought for effectively supporting the children.

Monitoring and Assessment:

Children are formatively assessed and monitored as part of the whole school assessment policy. At regular points throughout the year the children's attainment in reading, writing, science, computing and mathematics are recorded on a school assessment system. Children who are failing to make expected levels of progress are identified and appropriate intervention is put in place. This may result in children being identified as having Special Educational Needs and or Disabilities. For these children an individual provision map will be written, identifying areas of need and including appropriate intervention and targets.

Targets set in children's provision maps are regularly updated and revised. Classroom copies of provision maps are working documents and can be annotated. SENCo copies are for reference only.

Allocation of Resources:

Funding allocated within the school budget for Special Educational Needs and Disabilities is spent on providing appropriately trained staff and suitable resources to effectively support children with a wide range of Special Needs and Disabilities. Additional, Element 3 funding will be applied for, where appropriate.

Transition and Liaison:

Within our school, staff liaise between the settings and/or key phase to ensure ease of transition for all children (including those with Special Educational Needs and Disabilities).

It is our policy to meet with class teachers and the SENCo in Term 6 to discuss the needs of children transferring to Key Stage 2. The Junior School and Infant School have the same SENCo.

There are also transition meetings for children transferring into our maintained Nursery class and Reception classes. These are attended by the current and future Key Person as well as the parent.

There is regular liaison with outside agencies involved with our children including our assigned Educational Psychologist, the Speech and Language Therapy Service, the Education Welfare Office, Autism Outreach Service and Behaviour Support Service.

Criteria for success:

The success of our school policy and procedures will be measured against the children's progress in learning or behaviour during each term. Our policy will be considered successful if all our children are making progress, are integrated to the best of their ability, are happy in class and are accepted by their peers.

Complaints:

Initial concerns should be discussed with the class teacher. If a parent is still concerned following these discussions they should discuss them with the SENCo/Headteacher who will be happy to solve any problems relating to special needs provision. If parents wish to make a written complaint they should follow the procedures outlined in our Complaints Policy available from the school office.

Date: April 2017**Review: April 2018**

If you have any questions, do not understand or need further clarification on anything written in this policy document, please speak to your line manager at the earliest available opportunity.
