

BERSTED GREEN PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY

Adopted by the Governing Body on 28th January 2025

Review Date - January 2027

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This policy sets out our approach to supporting children/young people with Special Educational Needs and Disabilities (SEND). The policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015)

This policy has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013.
- SEND Code of Practice (2015)
- Schools SEN Information Report Regulations (2014)

1. Introduction

At Bersted Green School we are committed to offering an inclusive environment and curriculum for all our pupils. We ensure that every effort is made to meet the individual needs of the pupils whatever their needs or abilities. Every pupil is valued, nurtured and helped to develop confidence and self-belief in their abilities and strengths. We encourage and support our pupils to reach their full potential and to prepare them for adult life.

There is information about the support that the Local Authority and other services provide in the West Sussex Local Offer for SEND. <https://www.westsussex.local-offer.org>

Other school policies that include information that may be important for pupils with SEND are available from the school's website www.berstedgreen.primary.co.uk

- Behaviour Policy

- Accessibility Policy
- Equality Policy
- Medicines in School Policy
- Safeguarding and Child Protection Policy
- BGPS Mental Health and Well Being Strategy

2. Leadership and management of SEND

Our SENCo has the day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. Our SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. Our SENCo is aware of the provision in the West Sussex Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEND receive the appropriate support and receive high quality teaching.

Our SENCo holds Qualified Teacher Status, is a member of the Senior Leadership Team and has achieved the National Award in Special Educational Needs Co-ordination.

We have an Early Interventions Lead (INCo) who has responsibility for our younger children in Reception and Year 1. She holds Qualified Teacher Status, is our Deputy Head, and has achieved the National Award in Special Educational Needs Co-ordination. We also have another member of staff currently supporting SEND provision in Early Years. She has achieved the National Award in Special Educational Needs Co-ordination and is a member of the Senior Leadership Team.

Governors

Our Governing Body fulfils its statutory duty towards children with SEND in accordance with the guidance set out in the SEND Code of Practice. In particular, the governing body ensures:

- A SEND information report is published annually.
- There is a qualified teacher as a SENCo for the school who also holds the National Award in Special Education Needs Co-ordination.

In addition, our governing body works with the SENCo and the Headteacher in determining the strategic development of the SEND policy and in ascertaining a clear picture of the resources available in the school such as appropriate staffing levels and funding arrangements to meet the needs of the pupils with SEND. The Governing body also appoints at least one governor who in their role focuses on the SEND provision within the school, the governor(s) monitor the work the school undertakes in relation to pupils with SEND.

The governing body also ensures that the school meets its responsibilities under the Equality Act 2010 regarding admissions, reasonable adjustments and access arrangements.

Our SEND lead governors are Nicola Waters and Jenny Jarmyn who can be contacted via the school office.

3. Main SEND that are provided for:

The areas of need that are described in the SEND Code of Practice are:

- **Communication and interaction** - this includes children with speech, language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.
- **Cognition and learning** - this includes children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** - social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs** - this includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Children with these needs are included within our school community.

4. Identification and assessment of SEND

Early identification is vital, and monitoring of individual children's progress is essential. A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Identification of a pupil's needs takes place through:

- Standardised assessment tools;
- Information from a previous school or setting;
- Performance monitored by the class teacher;
- Concerns expressed by parents/carers or class teacher.

We will also assess each pupil's current skills and level of attainment on entry to the school.

We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

This is progress which:

- Is 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.

The first response to less than expected progress will always be 'quality first teaching' which is targeted at the area/s in which the pupil needs support.

In identifying a child as needing SEND support, the class teacher, working with the SENCo, will carry out an analysis of the pupil's needs, including the individual's development in comparison to their peers and national data.

They will also:

- Review the strategies already being used to support the pupil, including referring to WSCC Ordinarily Available Inclusion Practice guidelines.
- Consult the child's parents/carers and the child to obtain further information;
- Identify specific concerns and collate evidence to support these concerns;
- Closely monitor and review the child's progress.

It should be noted that slow progress and low attainment do not necessarily mean that a child has SEND. Likewise, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEND.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND.

Where it is decided to provide a pupil with SEND support the decision will be recorded in school records, and we will formally notify parents/carers. We are required to make data on the levels and types of SEND within the school available to the Local Authority. This data is collected through the school census; it is also required to produce the national SEND information report.

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

If, despite targeted support, a child continues to make little or no progress or continues to work at levels considerably below those of their peers, the SENCo together with the class teacher may seek advice and support from outside agencies.

Education Health and Care Plans

Where, despite taking relevant and purposeful action to identify, assess and meet the SEND of the child, that child has made little or no progress then it may be that their need is considered great enough to require an Education, Health and Care Plan (EHCP). A request for a child to be assessed can be made by the school, parents/carers or by another education, health or care agency.

In considering whether an EHC Plan needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the school to meet the child's needs. An EHC Needs Assessment will not always lead to an EHC Plan.

The purpose of the EHC Plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare for adulthood. The EHC Plan also specifies the arrangements for setting shorter term targets at school level.

Criteria for the removal of SEN support

If a child makes adequate progress and is no longer out of step with their peers, they may no longer have a SEND. The class teacher and SENCo will examine the evidence of assessments and seek advice from external agencies if they have been involved. The views of parents/carers and the child will also be considered before the child is removed from the SEND register. The child will continue to be closely monitored by the class teacher.

5. Working in partnership with parents/carers

The school believes that parents/carers have a critical role to play and actively seeks to work with parents. As a school we value the contributions that parents/carers make. Individual Learning Plans (ILPs) are kept updated for children on SEND register and are completed with parents/carers and the pupils.

As a school we will:

- Have regard to the views, wishes and feelings of parents;
- Provide parents with user friendly information and will support where necessary to enable parents to fully participate in decision making;
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood;
- Meet with parents for parent teacher consultations, other meetings whether formal, or informal will take place throughout the school year as the need arises;
- Provide an annual report for parents on their child's progress.

If there are any disagreements with parents/carers regarding SEND support, we will work with them to try to resolve those issues. If parents/carers have a complaint they can use the school's complaints procedure. Details about this are available from the school office or on the school website.

6. Involving children

We are committed to involving children with SEND in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children;
- Provide children with the information and support necessary to enable participation in decision making at a level they can understand;
- Support children and their development and help them achieve.

7. Assessing and Reviewing outcomes

We record evidence of pupil progress, with a focus on outcome and we monitor and evaluate any SEND support and progression each half term. Children requiring additional support will have an Individual Learning Plan which details the support and targets for the child, this is reviewed regularly.

We record details of additional or different provision made under SEND support.

The information gathered forms part of discussions with parents about the child's progress, expected outcomes from the support and planned next steps.

SEND support takes the form of a four-part cycle: assess, plan, do and review. 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. This is known as the graduated approach.

Reviewing an EHC Plan

These plans are used to actively monitor children's progress towards their outcomes and longer-term goals. They must be reviewed as a minimum every 12 months. Reviews are undertaken in partnership with the child and their parents/carers, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC Plan.

The review will also consider whether these outcomes and supporting targets remain appropriate. Parents/carers, a school representative, a social care representative, a Local Authority SEND officer, a health service representative and a Local Authority social care representative where relevant will be invited to the review meeting.

Before the meeting we will:

- Give notice to all parties at least two weeks before the meeting and seek advice and information about the child;
- Send out any advice or information gathered to all those invited at least two weeks before the meeting where possible;
- We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting.

8. Transition

Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents/carers and pupils the information to be shared as part of this process. We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another.

If a child has an EHC Plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by 15th February in the calendar year of the transfer.

9. Medical Conditions

The school recognises that pupils at school 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 maybe 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, disability (SEND) and may have an EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015).

10. Training and continuing professional development (CPD) for staff

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying **patterns of need** in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support SEND pupils.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

11. Inclusion

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Pupils with SEND engage in the activities of the school and in any wider community activity.

12. Evaluating the effectiveness and impact of SEND provision

We maintain an overview of the programmes and intervention used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We will publish an annual SEND report on the school website.

13. Funding for SEN

All maintained schools have a clearly identified (but notional) SEN budget identified within their overall budget allocation. In consultation with the governing body, the Headteacher determines how the SEN budget is used towards the costs of fulfilling the school's duty to support pupils with Special Educational Needs and Disabilities.

We have a team of Teaching Assistants who are **funded in** part from the SEND budget to deliver programmes designed to meet the needs of our pupils. Additional funding can on occasion be applied for if there is a child with a high need.

14. Data Protection

All information relating to pupils is held securely. Education, Health and Care Plans will not be disclosed without the consent of the child's parents/carers, except for specified purposes or in the interests of the child.

For further information, see our Data Protection Policy.