

# **BUSHFIELD ROAD INFANT SCHOOL**

## **SEND POLICY**

**SUPPORTING PUPILS  
WITH SPECIAL  
EDUCATIONAL  
NEEDS/DISABILITIES**

**BUSHFIELD ROAD INFANT**  
**SCHOOL**

**HEADTEACHER:**

**MRS T BASS**

**SCHOOL ADDRESS:**

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**S.E.N. CO-ORDINATOR:**

**MRS T BASS  
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**S.E.N. GOVERNOR:**

**MRS. D BRADLEY**

# **SEND POLICY**

**A new 0-25 SEND Code of Practice was introduced in 2014. From September 1<sup>st</sup> 2014, transitional arrangements will be in place to support the change over from the current system of statements of SEN to the new system of EHCP (Education, Health and care Plan) in a phased and ordered way.**

## **Relevant Legislation:**

Children and families Act 2014  
SEN and Disability regulations 2014  
Equality Act 2010

## **INTRODUCTION**

Occasionally, some children experience greater difficulties in aspects of their learning than others. They may be identified as having a Special Educational Need. In line with the new 0-25 SEND Code of Practice, September 2014, these children will receive additional support which is targeted to meet their individual needs.

(The SEND Code of Practice 2014 defines a child as having Special Educational Needs if they have, 'a significantly greater difficulty in learning than the majority of others of the same age' or 'has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school.')

The school provides a broad and balanced curriculum for all children, regardless of disability or learning difficulty. Teachers take account of individual needs and requirements, and make provision, where necessary, to support individuals or groups of children to ensure effective participation in curriculum and assessment activities. Children may have special educational needs either throughout, or at any time during their school career. The SEND policy ensures that curriculum planning and assessment of children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

## **AIMS AND OBJECTIVES**

We aim to develop each child to their full potential, providing a structured programme of learning or differentiated activities based on first hand experiences. Early

identification of need and early intervention to support them is crucial, and at Bushfield Infant School we are wholly committed to the principles underpinning the new Code of Practice which include, 'The participation of children and parents in decision making, collaboration between Education, Health and Social Care services to provide support, high quality provision to meet the needs of children with SEN, and a focus on inclusive practice and removing barriers to learning'.

We aim to:

- to create a secure environment that meets the needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school's creative curriculum.

## **EDUCATIONAL INCLUSION**

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.

At the heart of the new SEND reforms are the children and their families. At Bushfield Infants we are committed to keeping parents/carers informed about the support being offered and the progress being made through regular reviews. The school is also able to access a range of support agencies provided by the Local Authority and National Health Service to help meet specific needs.

**Teachers respond to children's needs by:**

- providing support for children who need help with communication, language and literacy, or numeracy
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities.
- helping children to manage their behaviour and to take part in learning effectively and safely.

- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

### Admission Arrangements for pupils with SEND Special Educational Needs/ Disability.

Admission arrangements are the same for all children. All records, are transferred as appropriate and if any special induction procedures are found to be necessary, suitable arrangements will be made with the Head Teacher/SENCO

### SEN SPECIALISMS/PROVISION/ADAPTATION

The school has no SEN specialisms, provision or adaptation. We ensure appropriate provision is made for all children with Special Educational Needs/Disabilities

### ACCESS TO BUILDINGS

The school is a single level building with single steps or ramps at entrances.

### FACILITIES AVAILABLE

The school has a ramp and 2 disabled toilets.

### SPECIAL EDUCATIONAL NEEDS / DISABILITY

Children with special educational needs/Disabilities may have a range of difficulties that call for extra support or special provision to be made. All children could have special needs at some time in their lives and may need extra help and support to enable them to achieve to the best of their ability.

SEND can refer to a wide range of significant difficulties, including communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health and wellbeing, Sensory and Physical. Disability under the Equality act 2010 refers to 'a physical or mental impairment which has a long term and significant adverse effect on their ability to carry out normal day-to-day activities.' Long term can be defined as 'a year or more, 'and substantial is defined as 'more than trivial or minor'.

### THE ROLE OF THE SENCO

**The Special Educational Needs Co-ordinator (SENCO):**

- manages the day-to-day operation of the policy;

- co-ordinates the provision for and manages the responses to children's needs;
- supports and advises colleagues;
- maintains the school's SEND record;
- Identifies pupil's needs, in liaison with parents, teachers and relevant outside agencies, and implements EHC Needs Assessment as appropriate;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and other support agencies;
- 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 disability;
- liaises with class teachers, TAs and other agencies to set targets on IEP's
- contributes to the In Service training of school staff.
- co-ordinates SEN review meetings for parents termly or more regularly if appropriate.

## **THE ROLE OF THE GOVERNING BODY**

The governing body ensures the school provides the necessary resources for any pupil identified as having special educational needs.

The Governor with special responsibility for SEND attends relevant training and is kept informed through meetings, which take place termly with the SEND co-ordinator.

## **ALLOCATION OF RESOURCES**

The SENCO 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 statements of special educational needs/Education Health care plans.

The Head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

Joint commissioning arrangements include securing EHC needs assessments, agreeing personal budgets and securing the education, health and care provision specified in EHC Plans. The Local Authority has published a Local offer setting out information about the provision they expect to be available and offers clear, comprehensive and

up-to-date information about the available provision and how to access it. The school also has a school offer published on its website.

## **IDENTIFICATION OF PUPILS WITH SPECIAL NEEDS**

Early identification is vital and extra help and support enables children to reach their potential, whatever their difficulties. The class teacher informs the parents at the earliest opportunity to share any concerns and to enlist their active help and participation. Targets will be set for the coming term and a review meeting will be held termly to assess the progress made in meeting individual or group targets.

The Head teacher/SENCO identifies pupil's needs, in liaison with parents, teachers and relevant outside agencies, and implements EHC Needs Assessment as appropriate. A wide range of assessments will contribute to decisions about SEN needs and provision to meet these needs, including individual progress tracking, diagnostic testing, ongoing assessments, Progress evaluation relating to key words read and spell etc.

## **PROVISION FOR CHILDREN WITH SEND**

The attitudes of staff, children and parents are crucial to the success of SEND provision. Children with special needs develop a healthy self image as members of our school community who can succeed and contribute. Children will be enabled to participate in the school curriculum and we provide appropriate differentiation, equipment and resources for all children with SEND to support their needs and to ensure progress is made. The education of our children with SEND is planned on an individual basis with clearly defined learning objectives. Evaluation of individual achievements is a continuous process, which is carefully monitored by the class teacher, and senior management, using robust individual pupil progress tracking systems linked to assessment.

### **Educational Inclusion:**

Through appropriate provision, we respect the fact that children

- have different educational and behavioural needs
- require different strategies for learning
- learn and process information at different rates
- need a variety of different teaching approaches and experiences

## **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.

Individual Education Plans, which 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. All children on the special needs record have an IEP. Parents share targets set and sign to acknowledge receipt of a copy of the new targets.

To maximise learning and encourage pupils to actively participate, we ask the children to work in small groups, or in a one-to-one situation for short sessions of 15 minutes twice a week outside the classroom.

## **PARTNERSHIP WITH PARENTS**

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

At all stages of the special 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.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents 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. Parents receive a copy of their child's individual targets after each termly review.

## **MONITORING AND EVALUATION**

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENCO and the Head teacher hold regular meetings



to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold termly meetings.

The school and governing body review this policy annually and consider any amendments in light of the annual review findings. A Provision map which identifies support available is also reviewed annually. The SENCO reports the outcome of the review to the full governing body.

**SUPPORT SERVICES**

**Appendix 1**

<b><u>Name of Service</u></b>	<b><u>Support Specialism</u></b>	<b><u>Tel No.</u></b>
Community Health Care	Medical	282282
Speech Therapy	Speech	290074
Visually Handicapped (County Support Centre)	Sight	0482 507906
Hearing Impaired (Westcliffe)	Hearing	282243
Child Development Unit (C.D.U.)	Physical & Intellectual Development	282282
Child, Adolescent & Family Unit	Social Problems	282282 ext 2763
Social Services (Dunstall Street)	Social Problems	282009
Educational Welfare	Home/School Liaison	856101
County Education Service for Physical Disability (Frederick Holmes School)	Physical Disability	0482 804766
Special Educational Needs Support Service (S.E.N.S.S.)	Learning Difficulties	864098
School Psychology	Learning and Behaviour	866187

**Service**

<b>Disaffected Unit (Appleton House)</b>	<b>Disaffected Behaviour</b>	<b>843664</b>
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<b>Bi-lingual Support</b>	<b>English - 2nd language</b>	<b>280207</b>
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**N Lincs Behaviour Service Behaviour**

Policy reviewed and amended by staff: 14.06.17

Amended Policy approved by *Governors*: June 2017

Policy to be reviewed June 2018