

# **Bushfield Road Infant School**



## **SEND Policy**

### **Supporting children with special educational needs and disabilities**

**Valid until Autumn 2024**

**This policy will be reviewed annually, each autumn term, or earlier in the event of any updates.**

**Updates will be brought to the attention of all staff and governors at the earliest opportunity.**

**AUTUMN 2023**  
**BUSHFIELD ROAD INFANT**  
**SCHOOL**

**HEADTEACHER:**

**MRS T BASS**

**SCHOOL ADDRESS:**

**BUSHFIELD ROAD  
SCUNTHORPE  
N. LINCOLNSHIRE  
DN16 1NA**

**SCHOOL TEL NO:**

**01724 842829**

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

**MRS T BASS  
MRS K TURNBULL**

**S.E.N.D GOVERNOR:**

**MRS D JAMES**

# SEND POLICY

## 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 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, reviewed and provided for irrespective of race, gender or special need;
- 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 provide relevant training, coaching and development for staff;
- to enable all children to have full and equal access to all elements of the school's creative curriculum;
- to review needs and provision for budgeting, planning and resourcing for SEND.

### **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 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.
- reflecting on the impact of SEND provision and interventions in place for each child

## 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/SENDCo

## SEND SPECIALISMS/PROVISION/ADAPTATION

The school has no SEND 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'.

SEND support will take the form of a four part graduated approach through which decisions 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.

1. Assess
2. Plan
3. Do
4. Review

This graduated approach will be conducted through the use of Individual Learning Plans (ILP) meetings. Each term parents, teacher, SENDCo and any other relevant professionals will meet to discuss and review targets.

### **THE ROLE OF THE SENDCo**

#### **The Special Educational Needs Co-ordinator (SENDCo):**

- 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 ILP's
- contributes to the In Service training of school staff.
- co-ordinates SEND review meetings for parents termly or more regularly if appropriate.

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

The named governor responsible for SEND is Mrs. D. James.

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 SENDCo 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/SENDCo 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 SEND 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.

## **APPLICATION FOR AN EDUCATION, HEALTH AND CARE PLAN**

In some cases the conclusion may be reached that the pupil's needs remain substantial and cannot be effectively met within the resources normally available to school. The school may therefore request an assessment for an Education, Health and Care Plan (EHCP).

Where a request for a statutory assessment is made by the school, the child will have demonstrated significant cause for concern. The local authority will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

The school will be required to state clearly the reason for the referral and provide a range of evidence and information including:

- recording the views of the parents
- where possible the views of the child
- individual learning plans
- any relevant medical information
- all the records of support from within school and also those from the other agencies involved.

The assessment process will: focus on the child; enable the child and their parents to express their views and feelings and be at the centre of the decision making; highlight child's strengths and capabilities; tailor support to individual needs; bring together relevant professionals and deliver an outcomes focused and coordinated plan for the child and their parents.

All decisions about the content of the EHCP will be made openly and collaboratively with parents and children. The plans will include how services will be coordinated, provision allocated and show clear outcomes expected from this additional support. Outcomes are defined as the benefit or difference made to an individual as a result of an intervention. They should be personal and not expressed from a service perspective. It will describe what the expected benefit will be to the individual as a result of the intervention provided.

## **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;
- reflect on and voice their views on the support given.

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 Learning 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 ILP. 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, the children work in small groups, or in a one-to-one situation for short daily sessions or weekly sessions either in or outside the classroom as appropriate.

## **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 and share their views on the SEND provision in place to support 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 SENDCo monitors the movement of children within the SEND system in school. The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENDCo is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENDCo and the Head teacher hold regular meetings to review the work of the school in this area. The SENDCo 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 SENDCo reports the outcome of the review to the full governing body.

## SUPPORT

The North Lincolnshire local offer:- <https://localoffer.northlincs.gov.uk/> provides information on the support and provision available locally for children and young people with special educational needs and/or disabilities. It is co-produced with:

- North Lincolnshire Council
- North Lincolnshire Clinical Commissioning Group (CCG)
- The North Lincs PIP Parent Forum, and
- The Youth Council

Policy reviewed and amended by staff: September 2023

Amended Policy approved by Governors: October 2023

Policy to be reviewed: September 2024

# SUITABILITY & DISABILITY ACTION PLAN

## AIMS:

- To ensure that disabled pupils/pupils with special needs can participate fully in the school community and curriculum.
- To ensure that the physical environment of the school takes into account the needs of pupils, staff, parents and visitors.

<u>TARGETS</u>	<u>STRATEGIES</u>	<u>OUTCOME</u>	<u>TIMESCALE</u>	<u>GOALS ACHIEVED</u>
To ensure that all areas within school are free from obstructions, enabling good access and unobstructed movement around the school for all.	All staff and caretaker to be proactive in ensuring good, clear accessibility in and around the school.	Accessibility is effective and free from obstructions.	Ongoing	All staff aware of target. All pupils and adults have unobstructed movement in and around the school.
To liaise with pre-school settings to review potential intake for September 2023/2024	Identify pupils who may need additional to/ different provision to enable compliance with the Equality Act.	Children identified early and action taken to ensure good accessibility. Audits completed if appropriate to identify any modifications/ adaptations.	July- 2023 July-2024	Equipment, modifications, procedures set in place.
To ensure disabled parents have every opportunity to be involved in the school community.	Utilise disabled parking spaces for disabled parents to drop off and collect children as appropriate.	Disabled car parking spaces used to help those with disabilities.	Ongoing	Parents/Grandparents involved in the school community.

<b><u>TARGETS</u></b>	<b><u>STRATEGIES</u></b>	<b><u>OUTCOME</u></b>	<b><u>TIMESCALE</u></b>	<b><u>GOALS ACHIEVED</u></b>
To establish and maintain close liaison with outside agencies as appropriate for pupils with ongoing medical/mobility needs.	<p>Ensure good relationships and collaboration between all key personnel.</p> <p>Medical care Plans created in liaison with parents/carers and professionals as required to support identified pupil's health/mobility needs.</p>	<p>Individual needs met through collaboration of key personnel.</p> <p>Individual Medical Care Plans in place. All relevant staff have access to plans.</p> <p>Parental consent received for medical Care Plan.</p>	Ongoing	Advice and or strategies acted upon and needs met effectively.
To ensure full access to the curriculum for all children.	<p>Specific equipment/resources sourced. Curriculum differentiated as appropriate to individual need.</p> <p>Teaching styles to be adapted as appropriate to support and meet specific individual needs.</p>	All pupils supported and accessing curriculum.	Ongoing	Appropriate support, Resources/equipment enables full access to the curriculum.
To review attainment of all pupils, including SEND and G & T pupils.	Progress meetings, SEND reviews and termly liaison with parents.	<p>Progress tracked and next steps planned.</p> <p>Use of St Luke's Assessment Tool to measure smaller steps of progress.</p>	<p>Ongoing</p> <p>Termly meetings</p>	Progress made by all pupils.

Agreed by staff: Autumn 2023

Agreed by Governors: Autumn 2023

Review Date: Autumn 2024