



"Let your light shine"

Special Educational Needs and Disability Policy

Policy accepted:	Spring 2022 Updated Autumn 2022
Review date:	Spring 2025
Signed Chair of Governors	<i>E Howell</i>
Signed Headteacher	<i>Stompson</i>
Date of signatures	20.02.22

Special Educational Needs Co-ordinator (SENCo) is Lynne Langton whose qualifications are:

BSc in Psychology and Health Science,

Post Graduate Certificate in Education,

Post Graduate Certificate: The National Award for Special Educational Needs Coordination.

Special Educational Needs Governor is Paul James

Both can be contacted via the school Office. 01373 887390

The Lead SEN Teaching Assistant is Jan Hirons

The Berkley SEND Report and Accessibility Plan are available to download on the website.

OUR VISION AND VALUES:

We are a small school, with big ideas, adopting a creative approach to ensure that every child is supported in order to flourish and thrive; to see and develop their true potential.

Our vision and ethos of the school is based on the sermon of the mount, Matthew 5:14- 16; "You are the light that gives light to the world. In the same way, let your light shine before others, live so that they may see your good works."

We are children of the community and guided by Faith.

RATIONALE:

This policy describes the way the needs of children who require additional resources or opportunities to benefit fully from the education we can offer them are met. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

Many pupils, at some time in their school career, may experience difficulties which affect their learning, these may be long or short term. A pupil is considered to have Special Educational Needs and Disability (SEND) if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group.

At Berkley First School, we aim for early identification and assessment for children with SEND identifying these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. There is whole school recognition that all teachers are teachers of SEND. This is carried out by 'Quality First Class Teaching'. We aim to give effective learning and emotional / behavioural support in such a way as to minimise disruption to either the child or the class. We understand that each child has individual and varied experiences and needs. We aim to develop supportive partnerships with parents / carers and involve them in decision making. Children's views about their learning are sought as appropriate.

There are also children who are particularly gifted and they too, may require additional resources and opportunities to fulfil their potential. A separate policy is in place for these children.

Parent/carer and children's views are officially sought at least once a year and form part of the Berkley School SEND report this feeds into the annual review of the SEND policy. Views may be collected more frequently as required for specific feedback on interventions., progress, etc.

If there is a concern, a referral to the Special Needs and Disability Co-ordinator (SENCo) should accompany a structured and well- differentiated teaching programme. The Special Educational Needs and Disability (SEND) Code of Practice, which was revised in June 2014, provides guidance on the duties of schools, local authorities and others working with children who have SEND must have regard.

The Code sets out four areas of SEND:

Cognition and Learning

Communication and Interaction

Sensory and/or Physical Needs

Social, emotional and mental health difficulties

The Disability Discrimination Act 1995 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

THE AIM OF OUR SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY ARE:

- To identify and assess children with SEND as early and thoroughly as possible through a variety of means and in consultation with appropriate personnel by ensuring that all procedures for identifying children with SEND are known and understood by everyone.
- To ensure full entitlement and access for pupils with SEND to high quality education within a broad, balanced, relevant and differentiated curriculum so that they can reach their full potential and enhance their self-esteem.
- To ensure that all pupils with SEND feel valued and have a positive self-image. To offer curricular, pastoral and extra-curricular experiences and opportunities which allow pupils to develop their knowledge, understanding and skills so ensuring progress, promoting success and self-confidence.
- To encourage parental and pupil involvement in the identification, assessment and support for SEND and to strive for close co-operation between all agencies concerned for a multi-disciplinary approach. When considering the wishes of the child, his/her age and powers of understanding must be considered.
- To educate pupils with SEND, wherever possible, alongside their peers within the curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
- To develop a system for recording continued assessment so that each pupil's performance can be monitored and reviewed appropriately.
- To stimulate and/or maintain pupil interest and enjoyment in their own education.
- To encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning.
- To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs.
- As far as possible, to enable pupils with SEND, within their age aptitude, to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives.

- To meet the needs of all pupils who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- To promote collaboration amongst teachers in the implementation of whole-school policies to take account of the individual needs and requirements of pupils.
- To work closely with all Somerset Learning Support Services and other outside agencies in order to improve the quality of support available for each pupil.

IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY INCLUDING THOSE WITH MEDICAL CONDITIONS

Some children will have been identified as having SEND in their Nursery / Preschool setting or in their school prior to transfer, if transferring in Years 1-4. Information gained from the School Entry Plan meeting or from other support agencies will be used to inform provision. All pupil progress is monitored through on-going teacher assessment. Progress is judged against expectations for the Year group using the key performance indicators as well as against individual IEP targets when appropriate. Termly tracking is carried out for all children and additional records kept as appropriate for children with SEND. Concerns about pupil progress are shared with the SENCo. These concerns may originate from the Class Teachers, the Teaching Assistants or the Parents. Any concerns are acted upon by the SENCo and, if appropriate, further assessments are carried out or outside professionals' advice gained. These can be in the form of any one of, or a combination of, the following:

- Use of the Integrated Therapy Service for children and Young people fact file
- Age related developmental milestones
- Standardised tests such as New Saltford reading test, single word spelling test, York reading and comprehension test and others as suggested by Somerset Learning support services or professionals as appropriate.
- Diagnostic assessments carried out by Somerset Learning Support services
- Psychological Reports
- Code of Practice stage 3 Reports
- Statements of Special Educational Need
- Medical Advice
- Care Plans
- Key Stage Assessments such as year 1 annual phonics screening test,
- IEP Reviews and Annual Reviews

If the SENCo contacts relevant outside agencies for additional assessments and support. She will respond to their advice and provide appropriately targeted support. This may mean individual or small group support. Currently there is class based Teaching Assistant support at all times in key stage 1 and during morning sessions in key stage 2. Additionally, there is SEND TAs whose roles are to support specified children. The TAs and class teachers aid the SENCo in monitoring the effectiveness of the use of SEND resources. IEPs /IBPs / PSPs are drawn up as appropriate to ensure additional provision is carefully managed.

ROLES AND RESPONSIBILITIES:

Berkley First School recognises that provision for children with SEND is a matter for the school as a whole. Roles and Responsibilities with regard to SEND are designated in the following way:

Headteacher:

- Allocate roles and responsibilities to staff so that special needs are met.
- To liaise with staff, SENCo, support services, parents and pupils as required.
- To delegate the organisation of review meetings to the SENCo.
- To delegate and monitor the SEND budget.
- Provide a secure facility for the storage of records relating to SEND.
- To ensure that the needs of SEND children are met within the school.

SENCo:

- To coordinate the day to day provision of the school's SEND Policy
- To liaise with and advise colleagues
- To coordinate the provision for children with SEND
- To maintain the school's SEND register and oversee the records of all pupils with SEND
- To organise necessary reviews and referrals
- To liaise with parents and external agencies
- To contribute to the in-service training of staff
- To report to governors on the needs of the SEND children in her care.
- To monitor the needs of SEND children together with the Head teacher and class teachers.
- To ensure that the impact of SEND interventions is assessed for each pupil
- To give advice on the level of support and on appropriate resources and strategies to support learning.

- To make contact with the Educational Psychologist and other support services in consultation with the Head teacher and class teachers.
- When a child is on the SEND register, to meet with parents and pupils to discuss and support needs and progress.
- To keep their own skills updated by reading, researching & attending INSET on SEND and appropriate related external courses.
- To update the SEND report annually

Lead SEND Teaching Assistant:

- To plan and administer 1:1 intervention, such as Individual Literacy Intervention as required.
- To administer small group interventions as required, which may be maths, behaviour or literacy based.
- To liaise with teachers to discuss individual children's progress through these interventions.
- To record beginning and end test data so that the SENCo can monitor the effectiveness of interventions.
- To liaise with SENCo and Head teacher to discuss progress or difficulties a child has.

Class teachers:

- To be aware of current legislation
- To identify the Special Educational Needs of individual children in their classes with the support of the SENCo.
- To know which pupils in their class are on the SEND Register and at what level of need.
- To develop an inclusive classroom.
- To involve TAs as part of the learning team.
- To provide learning experiences which are appropriate to the needs of the child.
- To attend appropriate INSET and courses.
- To draw up, carry out and complete APDR paperwork for individual children as required.

Teaching Assistants:

- Under the guidance of the class teacher to:
- Look for positives by talking to the child about his/her strengths
- Provide practical support
- Explain boundaries and operate these consistently and fairly
- Keep records and attend meetings as appropriate for the SEN children in the classroom

- Share good practice
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEND policy.

Governors:

- A named governor to have responsibility for the implementation of the SEND policy.
- To be fully involved in developing and monitoring the SEND policy.
- To have up to date knowledge about the school's SEND provision, including funding.
- To know how equipment and personnel resources are deployed.
- To ensure that SEND provision is an integral part of the School Improvement Plan.
- To ensure that financial resources are available to carry out the SEND policy.
- To ensure the quality of SEND provision is continually monitored
- To ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- To liaise with the Head teacher, SENCo and staff

Pupil: (Depending on the age, maturity and capability)

- Contribute to the assessment of their needs
- Contribute to education plans through setting learning targets
- Working towards achieving agree targets
- Contribute to the review of IEP's, annual reviews and the transition process in year 4 where applicable

Parent/Carer

- Inform school of any specific identified needs as early as possible on entry to school
- Meet with staff to discuss their child's needs
- Attend review meetings
- Inform staff of changes in circumstances
- Support targets on IEP where they are in place
- Work in partnership with the school and play their part in creating a positive and supportive framework to meet their child's needs

THE STRUCTURE OF SEND IN BERKLEY FIRST SCHOOL

In Berkley First School we follow the five stage approach as set out in The Code of Practice. This approach recognises that there is a continuum of Special Educational Needs and that the requirements of the majority of pupils with

SEND lie at Stages 1, 2 or 3. This means that their needs are met by the school with the help of outside agencies and/or specialists as required.

In most cases any movement through the Stage process will occur in a smooth linear fashion. However, in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a move to a further stage is necessary immediately.

Within each stage the SEND support will take the form of a four-part cycle (Assess, plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and what supports the pupil in making good progress and securing good outcomes. Known as the graduated response.

All pupils have access to a broad, balanced and differentiated curriculum. It is delivered by 'Quality First Class Teaching and is the universal support stage. This forms the basis of our SEND support. Our School Provision Map shows the differentiated curriculum that we offer and the range of strategies available to support all of our pupils.

Stage 1 (in-classroom support as small group or individual) When an initial concern is expressed following observation of classroom practice and on-going assessment the class teacher informs SENCo and together they will decide on next steps. The class teacher invites parent and pupil to a meeting (depending on the pupil and or need parent and pupil may be invited separately or together). The class teacher provides the necessary information to write an effective Action plan which will be reviewed after a specified time. The class teacher organises groups/resources etc in order to help the child achieve the targets set. The class teacher will monitor and progress and will be reviewed with parent and pupil (at parents evening) and reported back to SENCo. A decision will be made as to whether the pupil remains at Stage 1 or remove pupil's name from stage 1 or the pupil is moved to Stage 2.

Stage 2 Following Stage 1 review or when a concern is expressed by staff, parent, Health or Social Services professional. The class teacher discusses concerns with SENCo, children may be moved to needing SEN support. Here children may require interventions which are provided as 'additional to or different from the school's usual differentiated offer and strategies'. If appropriate then Personal Learning Plan (PLP) or Pastoral Plan (PSP) will be drawn up in consultation with staff, learning Support Services colleagues, parents and the child, and reviewed as appropriate. Class teacher discusses

concerns with SENCo who records pupil's needs and agrees that Stage 2 support is appropriate, the child's name is then entered on the SEND register. SENCo and relevant staff in consultation with parent/carer and pupil work together using all available information to agree a way forward. A resulting plan of support is drawn up and reviewed with pupil and parental involvement where a decision will be made as to whether to continue support at Stage 2 or move the pupil back to Stage 1 or on to Stage 3.

Stage 3 (this stage usually involves support services and may include additional funding). Following Stage 2 review or when further concern is expressed by teachers, parent, Health or Social Services professional. Children with severe and complex needs necessitate greater levels of support. The school may be awarded funding in order to meet these complex needs. This policy recognises the intentions of the New Code of Practice for this stage of SEN support with the graduated response. The SENCo records the pupil's needs and agrees, having consulted with parent and Headteacher that intensive action and specialist support is required. The SENCo reviews available information, consults Learning Support Services by completing a referral form following consultation with parent, pupil and Educational Psychologist. Specialist form Learning Support Services then carry out assessment and recommendations are made. An action plan is drawn up, implemented and reviews with all involved. Issues are discussed with the Headteacher. Following the review, the pupil may remain at Stage 3, revert to Stage 2 or the Headteacher may request an Educational, Health and Care (EHC) plan

Stage 3 Support Services

- ASD (Autistic Spectrum Disorder)
- Audiology
- Behaviour Support
- LTSS (Literacy Teaching & Support Service)
- MASTS (Multi-Agency Support Team for Schools)
- Speech and Language
- Visual Impairment

Other Support Services

- CAMHS (Child & Adolescent Mental Health Services)
- CDC (Child Development Clinic)

Stage 4 'In some cases schools will conclude that the pupil's needs remain so substantial that they cannot be effectively met within the resources normally available to the school.' (Supplement to the Code of Practice - 4.64)

Should this be the case, the school will complete and submit an EHC plan form to the SEND Board who will decide whether or not to proceed with an EHC plan assessment. The board will consider:

- the degree of the child's difficulty
- the nature of the provision required
- whether the child's needs can reasonably be met by the resources normally available to the school

Stage 5 Once the EHC plan has been finalised the provision and /or support will be arranged to meet the pupil's needs. A Stage 5 Education Plan will be drawn up and implemented. PLPs will be drawn up and implemented and the Annual Review process will take place

HIGHER LEVEL NEEDS FUNDING

The school's Educational Psychologist and any other assessing professionals, for example CAMHS should be involved in considering whether to proceed to Higher Needs. The SENCo will then provide up to date information about the pupil, including all previous intervention. The decision to progress to higher Needs Funding would come after it becomes clear that, despite appropriate intervention the pupil is failing to access the curriculum at an appropriate level. The SENCo will always consult specialists before taking action. Where a child is deemed to have a higher level of need they may qualify for higher level need funding the SENCo will apply for this.

The triggers for Higher Needs:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- 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 causing substantial barriers to learning
- Interventions put in place at SEN Support have had little or no impact on learning or progress.

REVIEWS FOR SEND CHILDREN

Regular review will be arranged with parents and pupils with SEND to assess progress and create new plans. These will take place at least termly but if individual programmes of work are completed more frequently (ILI programmes are 10 week blocks) then review will take place at the end of the specific programme.

ANNUAL REVIEWS OF SPECIAL EDUCATIONAL NEEDS:

If a child is at SEND Support, Higher Needs or has an EHC plan their provision or EHC plan must be reviewed annually in conjunction with the class teacher and parents. The Annual Review will be chaired by the SENCo. Reports will be submitted by the Class teacher, Teaching Assistant and anyone else working with the child, for example the Speech Therapist. If there are concerns about the progress or behaviour of a pupil with an EHC plan or at SEND Higher Needs Support, then an Annual Review can be held at any-time during the year and more than one can be held in the course of a year. The Annual Review can be used to request additional support or changes to the EHC plan. In the unfortunate event of a pupil with an EHC plan facing Permanent Exclusion an Annual Review **MUST** be held at the earliest opportunity prior to the exclusion meeting.

TRAINING AND CPD

Training is updated regularly and if a specific need is identified for which specific staff need training in then appropriate training is carried out. An example of this is when whole school staff training was carried out by the language and communication specialist from Somerset learning Support team as there was a need for several children across the whole school. We have specific staff trained in individual one to one and small group literacy support, maths support, Emotional Literacy Support Nurture support, attachment issues, talk boost groups, phonics and reading support.

ARRANGEMENTS FOR PARTNERSHIPS WITH STAFF AND PARENTS

Staff and parents/carers will work together to support pupils with SEND. At review meetings with parents/carers we ensure that the child's strengths as well as weaknesses are discussed. Parents/carers are always invited to contribute their views to the review process.

Parents' evenings provide regular opportunities to discuss concerns and progress, but all parents/carers are encouraged to discuss the child's progress at any time. An appointment can be made via the office for a mutually convenient time if staff are not available immediately. Separate termly

meetings are provided for updates with parents of children on the SEND register.

It is hoped that this regular communication between school and home will ensure that concerns are promptly acted upon. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or if this fails to resolve the issues, the full Governing Body. Our complaints procedure, available from the school office, sets out the steps in making a complaint in more detail.

ADMISSIONS AND TRANSITIONS

Berkley First School takes the majority of its pupils from local nurseries. In the Summer term prior to pupils from nursery joining the school the SENCo will liaise with the nursery to establish which of the pupils who are progressing to the reception class are on the Early Years SEND register. This usually happens through a meeting called a School Entry Plan meeting, triggered either by school and nursery staff liaison or by the LEA lead MAISEY group, which is made up of Early Years Advisors, Educational Psychologists, health visitors and other agencies involved with the families. School Entry Plan meetings are chaired by the SENCo, and attended by the lead professionals and parents of the child. The School Entry plan is then reviewed at the end of the child's first term in school, again attended by the lead professionals and parents. This information will be collated by the SENCo in order to draw up the SEND register for the Reception year children.

As children on the SEND register progress to Middle school the SENCo will liaise with the receiving school. This will include a meeting in the Autumn term between Berkley SENCo and the receiving Middle school's SENCo. The receiving Middle school's SENCo is invited to the child's Year 4 Annual Review and visits are arranged for pupils and parents to look at prospective schools. This will include specialist provision in the case of some pupils with EHC plans.

If a child transfers to or from Berkley First School during the year, or in years other than the beginning of Reception and end of year 4, the class teacher will ensure appropriate records are transferred along with the child, or records entering the school are received and disseminated to the SENCo as necessary. If a child arrives with already recognised SEND, the SENCo will meet with parents as soon as possible to discuss the needs of the child. For children leaving Berkley with a recognised SEND, the SENCo will contact the SENCo of the receiving school to discuss the child's needs.

LINKS TO OTHER RELEVANT DOCUMENTS

The SEND report

Accessibility Plan

MONITORING THE SUCCESS OF THE SEN POLICY

- The SENCo will meet with the SEND Governor at least termly (three times a year) and provide information as to the number of pupils identified as having SEND at each stage and to discuss current SEND concerns. The SEND Governor will report to the full Governing body annually.
- Individual targets for SEN will be discussed between school staff and parents.
- Termly staff meetings specifically for the update of SEND children's progress within the whole school and to highlight potential future SEND children will take place.
- Whole school monitoring and evaluation procedures will include sampling of work and observations.

EVALUATION OF THE POLICY

The policy will be reviewed in the light of changes in legislation or practice. Any amendments considered necessary will be forwarded to the Board of Governors for approval.