

# SEND Policy

## Bisley Blue Coat and Oakridge Parochial School



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## **1. Compliance**

This statutory school policy is framed within the requirements of Part 3 of the Children and Families Act (2014), its associated regulations and the guidance set out in the 'Special educational needs and disability code of practice: 0 to 25' (January 2015) - referred to as 'The Code'.

This policy should be read and implemented in conjunction with the guidance set out in the Safeguarding and Child Protection Policy. This policy has been written in accordance with the guidance from the Gloucestershire Safeguarding Children Board, [www.gscb.org.uk](http://www.gscb.org.uk).

The Equality Act (2010) and its associated regulations set out a clear framework within which schools must comply.

## **2. Introduction**

Bisley Blue Coat and Oakridge Parochial Schools are committed to providing an appropriate and high quality education for all of its children. It seeks to raise achievement and remove barriers to learning and increase physical and curricular access for all. All children are valued and respected as equal members of the school. The school strives to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. Provision for pupils with SEN and/or disabilities is a matter for the school as a whole. All teachers are teachers of pupils with SEN and/or disabilities.

## **3. Definition of Special Educational Needs**

Children may have special educational needs if they have a difficulty with their cognition and learning, hearing, physical, visual and/or medical condition which calls for special educational provision to be made.

In summary, a child has SEN if he or she has a learning difficulty or disability which calls for special educational provision to be made.

- 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

- A child has a disability which prevents or hinders him or her from making use of the facilities generally provided for others of the same age in mainstream schools.

(See The Code, 2015, page 15, xiii & xiv)

Not all children with special educational needs have a disability and vice versa.

#### 4. Aims relating to the implementation of the policy

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all children with SEN (see **Appendix A**).
- To enable children with SEN to maximise their achievements.
- To ensure that the needs of children with SEN are identified, assessed and appropriately provided for at an early stage, and regularly reviewed.
- To work in partnership with parents so that they can contribute to the education of their child.
- To take the views and wishes of the child into account.
- To provide specific inputs and interventions that match individual needs of the child (in addition to differentiated classroom provision).
- To ensure that children with SEN are perceived positively by all members of the school community.
- To enable children to move on from this school to their next educational setting with confidence.

#### 5. Roles and Responsibilities

Head teacher	<p>Take overall responsibility for the implementation of this policy.</p> <p>Liaise with Governors.</p> <p>Liaise with SENCO regarding children who have SEN and are in receipt of pupil premium and/or other additional targeted resources.</p>
SENCO	<p>Ensure the day-to-day operation of this policy.</p> <p>Identify pupils' special educational needs.</p> <p>Advise, guide, liaise with and support classroom teachers and teaching assistants (TAs).</p> <p>Coordinate SEN provision across the school.</p> <p>Inform and liaise with parents.</p> <p>Liaise with Head teacher and Governing Body.</p> <p>Coordinate in-service training.</p> <p>Maintain necessary and required records.</p> <p>Monitor the progress of children with a MyPlan, MyPlan Plus, Education Health Care Plan (EHCP) and evaluate the effectiveness of special educational provision for each child.</p> <p>Monitor the progress of each child who has a MyPlan, MyPlan Plus, EHCP and MyAssessment.</p> <p>Make referrals to external agencies and secure their services, where appropriate.</p> <p>Liaise with external agencies and other SENCOs within the local cluster of</p>

	<p>schools.</p> <p>Direct the work of teaching assistants delivering Wave 3 interventions.</p>
Classroom Teachers	<p>Ensure Quality First Teaching including the differentiation of learning activities so that children with SEN can gain appropriate access to the full curriculum.</p> <p>Identify children with special educational needs in liaison with SENCO.</p> <p>Develop, implement, and review MyPlans in liaison with parents and SENCO.</p> <p>Write and review provision maps each term to show the three Waves of Intervention (see <b>Appendix B</b>) provided for the children within their class and send these electronically to the SENCO.</p> <p>Direct the work of TAs to support children with special educational needs for all Wave 2 interventions.</p>
Governing Body (through designated SEN Governor)	<p>Ensure that the SENCO meets any statutory requirements and that his/her CPD needs are met.</p> <p>Determine key responsibilities for SENCO.</p> <p>Monitor effectiveness of SENCO in undertaking key responsibilities.</p> <p>Monitor effectiveness of SEN provision within the school through meetings with the SENCO.</p> <p>Keep informed about SEN systems and practices in the school through meetings and school visits.</p> <p>Understand the national and local context of SEN support.</p> <p>Ensure that the views of children with SEN and their parents are being sought.</p>
SEN teaching assistants and those delivering Wave 3 interventions	<p>Liaise with and support teaching assistants (TAs) with SEN provision.</p> <p>Track SEN progress.</p> <p>Liaise with SENCO.</p> <p>Monitor and review MyPlans and provision maps with class teachers.</p>
Teaching Assistants	<p>Implement Wave 2 intervention and Wave 3 programmes.</p> <p>Liaise with class teachers and SENCO.</p> <p>Monitor and review MyPlans and provision maps with class teachers.</p>

## 6. Specialised Provision

In addition to the provision outlined above, the school can also support more specialised provision.

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

## 7. Admission Arrangements

The school's admission arrangements accord with those laid down by the local authority (LA). The school fully acknowledges its responsibility to admit pupils with already identified SEN, as well as identifying and providing for those not previously identified as having SEN.

## 8. Identification, Assessment, Provision and Review

The process of identification, assessment, provision and review has been revised following the updated version of Gloucestershire County Council's SEN guidance in October 2016 laying out a new graduated pathway, which may or may not lead to an Education Health Care Plan (EHCP).

Note: The Code of Practice applies to a wide range of difficulties, including learning, behaviour and medical. There is provision for children with behavioural difficulties within the School Curriculum through activities designed to build self-esteem. The school's Behaviour Policy is available to parents on request or accessible through the school website.

If a class teacher is concerned about a child or his/her lack of progress, then a consultation between staff and SENCO will take place and this is likely to result in a child having a **Cause for Concern monitoring form** plan which is designed to offer immediate and short-term in class support. This support may be sufficient to further address the child's needs. If on review the concern remains, then the SENCO will do more observations and assessments which may lead to the child being placed on a MyPlan.

## 9. Identification and Assessment Process

Staff seek to identify at an early stage those children with a range of special educational and other needs. At all stages, parents and children are closely involved through discussion, consultation and reports on progress. Full use is made of records and information from previous schools, educational establishments, outside agencies and parents. Before entering school, children and parents are invited to an induction meeting at which children's needs may be identified and parents can alert the Head and the class teacher to any difficulties.

Early identification will be through various means which may include:

- Observation
- Discussion with parents
- Class teacher referral to SENCO
- SEN Descriptors set out in the Gloucestershire Local Authority's Audit Manual
- Previously reported difficulties
- Early Years Foundation Stage Profile (EYFSP)
- Hearing and sight checks
- SATs and ongoing assessments
- Reading tests
- Phonics assessments
- British Picture Vocabulary Scale to assess any difficulties in receptive language and language acquisition
- Sandwell Early Numeracy Test KS1-2 to identify any gaps in maths concepts
- GL Assessment Dyslexia Screener

## **10. The Graduated Pathway - explained**

As mentioned earlier, a child may have been referred to the SENCO by way of a consultation with the class teacher and have been in receipt of short term **Cause for Concern monitoring** within the classroom. Information concerning any support should have been shared with the parents along with ideas of how to support the child at home.

If a child's needs continue and are deemed to be beyond the remit of short term Cause for Concern monitoring, then in accordance with the Gloucestershire County Council guidance and moderated examples from the local cluster of primary schools, the child will move onto the graduated pathway. His/her needs will then be addressed through a MyPlan.

Also, a MyPlan will be necessary when a child's specific needs cannot be met solely through the school's universal provision. **Information on the Graduated Pathway can be found in Appendix B.**

### **My Plan**

A MyPlan will outline provision including small group work and 1:1 support that may take place outside the classroom and the child is placed on the SEN register.

A MyPlan is written in consultation with the parents and the child. The child's views are obtained using a MyProfile and parents are also requested to sign a 'permission to share' consent form. The child's personal record on SIMS will also be updated; this information will be used for the school's census returns to the local authority during the school year.

A list of children with special educational needs is maintained by the SENCO and updated regularly in consultation with the staff and parents. The local authority is informed of the names of children who hold a MyPlan together with their respective review dates.

A MyPlan is reviewed at least three times a year and parents and children are involved in this process, along with the class teacher and SENCO. The basis of a MyPlan is to set out 3-4 achievable targets and to ensure that the child makes discernible progress before the next review meeting.

The class teacher prepares, writes and shares the child's MyPlan with his or her parents, SENCO and teaching assistants as a working document. We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** to guide these working plans.

### **My Plan+**

For some children, the additional and targeted provision set out in the MyPlan may not be sufficient and in such cases, advice from outside the school such from an advisory teacher, an educational psychologist or medical professional may be sought. Following a review(s) of the child's progress, this may lead to the child having a MyPlan Plus. Parental permission for an outside agency to work with a child is always sought before any engagement with an external agency with a child is put in place.

A child may need to be considered for a statutory Education Health Care Assessment if a MyPlan Plus does not lead to improved progress. The school can advise parents about ways in which a formal request for an assessment can be lodged with the local authority.

## 11. SEN records and changing schools

All SEN records are kept by the SENCO and are passed to receiving schools. The SENCO has good links with local preschools, secondary schools and other primaries. If a parent is aware that their child is moving to an identified secondary school, please inform the SENCO and she will ensure that records are passed on to the receiving school. The SENCO will play a key role in ensuring that a smooth transition occurs and additional visits to the new school are arranged. If a child with SEN joins Bisley Blue Coat or Oakridge Parochial schools from another school, then the SENCO will phone the previous school to obtain any additional information and invite the parent to discuss the child's needs and plans for appropriate provision.

## 12. Provision for Children with Special Needs

Staff and Governors seek to include children with special educational needs, and as far as possible support takes place within the child's normal class group. If groups of children need to work in a quiet environment, this will be arranged in a way that does not undermine children's confidence or self-esteem.

The provision for children with special educational needs comes through a differentiated curriculum with modified or extended tasks so that each child progresses at his/her own rate, also Wave 2 support occurs when a small group receives additional in class support and Wave 3 programmes which are of short duration and have measurable targets. Information about Waves of Intervention can be found in **Appendix B**.

Each teacher has responsibility for implementing the MyPlans of the children with special educational needs in his/her class, with support of the SENCO and TAs.

The SENCO also meets regularly with a network of support providers.

## 13. Access to the Curriculum

Class teachers teach all pupils with SEN for most of the week with their peers in mainstream classes. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching strive to:

- Provide suitable learning challenges.
- Meet the diverse learning needs of all pupils.
- Remove or reduce the barriers to learning and assessment procedures.
- Narrow/close any gaps in attainment between SEN and non-SEN pupils.
- Ensure that the principles and pedagogy of Quality First Teaching (QFT) guide their practice and that these strategies are embedded within teaching and learning for all children and particularly for children with SEND.

The school and teachers regularly review and evaluate issues related to pupils with SEN and then classroom organisation, teaching styles and methods, materials and tasks are adapted/ modified accordingly.

For access to statutory assessments (SATS) the relevant class teacher in conjunction with the SENCO and the Head teacher will ensure that any additional provision that is needed such as a

scribe or additional time will be requested and recorded in accordance with the formal assessment and reporting arrangements for that year.

#### **14. Access to the wider curriculum**

Pupils with SEN are actively encouraged and supported to join in and benefit from extra-curricular activities.

#### **15. Monitoring and evaluating the success of education provision for pupils with SEN**

The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. The school employs many ways of monitoring success which include:

- Regular meetings between the SENCO and class teacher to discuss the impact of planned interventions on a child's learning outcomes.
- Analyses of data concerning the attainment/achievement of different groups of children with SEN and/disabilities.
- Scrutiny of children's work through triangulated exercises by staff adds to the accumulation of reliable performance data.
- Regular meetings between the SENCO and the SEN Governor to discuss the impact and translating of SEN policy into practice.
- Frequent scrutiny of assessment records (e.g. reading ages) enables staff to make swift adjustments to learning materials and teaching approaches, where necessary.
- A child's performance is tracked in a systematic way and records of progress are maintained throughout the school year. The data from a range of sources provides secure evidence as to the success of interventions and their possible revision, where appropriate.
- The school is receptive to parents' opinions and staff make themselves readily available for discussions with parents (particularly at the end of the school day).

As a result of the above, the school can gather and act upon a rich seam of qualitative and quantitative data. This feedback can be particularly helpful in informing major areas of focus for inclusion in the teaching and learning section of the School Development Plan.

#### **16. Role played by parents of pupils with SEN**

In accordance with the SEN Code of Practice 2015, the school believes that all parents of children with SEN should be treated as equal partners. The school wishes to engage with parents and provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEN framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

#### **17. Arrangements for dealing with the concerns of parents**



Most concerns of parents are communicated directly to the class teacher in the first instance, then to the SENCO or Head teacher. The SENCO works part time but is available via email where an appointment can be made for the next time they are in school. The SENCO's working week is flexible to allow for meetings to be arranged at mutually convenient times. Parents can contact the SENCO directly and have informal discussions and/or appointments can be made. The email address is [senco@bisleybluecoat.gloucs.sch.uk](mailto:senco@bisleybluecoat.gloucs.sch.uk)

## **18. Pupil Participation**

We recognize that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). As a school we encourage children of all ages and abilities to take responsibility for their own learning at an appropriate level; stating their views, sharing in the identification of personal targets, self-assessing and evaluating progress, recognizing success and reviewing performance.

## **19. Resources**

There is an allocated budget to provide additional resources suitable for children with SEN. Such resources are purchased on a 'needs basis' and items have to be approved by the Head in the first instance.

## **20. SEN and Inclusion Training**

Teacher and support staff training needs are identified through the School Development Plan, and at their performance management.

The SENCO attends local courses, cluster group meetings and conferences throughout the year.

TAs have regular meetings during which the SENCO provides a planned programme of training and support. Training for teaching staff is ongoing and through the school's formalized annual staff appraisal process, each teacher's Continuing Professional Development needs are recorded and addressed.

Other information for SEN can be found in the school's Local Offer leaflet or in the school's SEN Information Report.

## **21. Review**

This policy will be reviewed annually.

## Appendix A – Four Broad Areas of Need

### Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

### Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

### Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include 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

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

## Appendix B – Waves of intervention

Wave	How it is delivered	What resources are used
<b>Wave 1</b> <b>Class teacher – quality first teaching</b>	Differentiated curriculum support within the class	Visual timetables Seating positions
<b>Wave 2</b> <b>Provided by the class teacher and class TA often with consultation with the SENCO</b>	Additional support through small group interventions (often in the classroom)	Small group pre teach and post teach booster groups
<b>Wave 3</b> <b>Usually provided by the SENCO or a TA. This is in addition to Wave 1 and 2 support and is highly tailored.</b>	Additional support through 1:1 support or small group outside of the classroom	Phonics programmes such as Dancing bears, spelling via Apples and Pears. Precision maths booster through plus1, power of 2.

## **Graduated Pathway Definitions**

### **My Plan**

If a child is identified with additional needs, a plan of support needs to be put in place. This would include being clear about a child's needs, the outcomes wanted and the actions needed to achieve those outcomes.

### **My Plan+**

If a child's additional needs require assessment and intervention from different agencies such as Advisory Teaching Service or the Educational Psychology Service, then a My Plan+ may be used. My Plan+ is a multi-agency framework that brings different assessments and interventions into one single assessment and plan.

### **EHCP**

Where a child requires additional support that goes beyond what a school, college, or nursery can typically deliver from their own budgets or staffing then they may need an Education Health and Care Plan (EHCP).

An EHC plan is a legally-binding document outlining a child's special educational, health, and social care needs. The document has to list all of the child's special educational needs, provision to meet each of the needs and that provision has to be specific, detailed, and quantified. The plan names the school/setting which is to provide the provision and the plan is legally enforceable

**Link below to Information for Parents and Carers on Gloucestershire's Graduated Pathway to support children and young people with additional needs including Special Educational Needs and Disabilities**

[Final-GCC 1117-SEND-A5-v7.pdf \(gloucestershireccg.nhs.uk\)](https://www.gloucestershireccg.nhs.uk/1117-SEND-A5-v7.pdf)