

Berrywood Primary School

Special Educational Needs and Disability (SEND) Policy

Our Beliefs and Values

At Berrywood we strive to ensure that all pupils are fully included in all aspects of school life. All young people in our care including those identified as having 'Special Educational Needs' (SEN) have a common entitlement to a broad and balanced curriculum which is accessible to them as individuals. This is regardless of gender, religion, race, background, specific difficulty or physical ability. As a school we value and respect personal qualities and the needs of individual pupils. We are committed to providing a safe, secure but challenging learning environment where all students feel confident and able to flourish regardless of their special need or differences. We understand that some students may require more support than others. If all students are to achieve their full potential, we must recognise this and plan accordingly. Students may have SEN either throughout, or at any time during their school career. Our policy ensures that the curriculum planning and assessment for students with SEN takes into account the type and extent of the difficulty experienced by the child. Some of these students may require long term help throughout their time in school, whilst others may need short periods of support to overcome less complex difficulties.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance in Supporting Pupils at School with Medical Conditions April 2014.
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012
- Children and Families Act 2014

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with: Helena Darnley (SENCo), the Governing Body (including the SEN Governor/s), the Senior Leadership Team (SLT), all staff and parents.

Responsibility for SEN

The development and monitoring of the school's SEN policy will be undertaken by the SENCo in consultation with the Headteacher, the Senior Leadership Team (SLT) and Governors. The named SENCo/ Inclusion Manager at Berrywood Primary School is Lisa Ainsworth (NASENCo award) who is responsible for coordinating the day-to-day provision of education for pupils with SEN. Mrs. Ainsworth can be contacted via the school office on: 01489 780068 or by email:

lainsworth@berrywoodprimary.co.uk

Aims

The aim of the school is to ensure that the needs of each child are met to the best of our ability and that each child makes rapid and sustained progress.

Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this
5. To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is put into practice.
6. To provide support and advice for all staff working with SEND pupils.
7. To ensure access to the curriculum for all pupils.

Identifying Special Educational Needs

A pupil is identified as having SEN 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.

At Berrywood Primary School, we recognise the benefits of early identification. We aim to identify the need at the earliest point and put in place effective provision that will improve the long term outcomes for the child.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners.

- girls and boys
- minority ethnic and faith groups, travellers, service families, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with 'Special Educational Needs'
- learners who are disabled
- learners who are in receipt of the Pupil Premium Grant
- those who are 'gifted and talented' or very able
- those who are 'looked after' by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress

A Graduated Approach:

Quality First Teaching

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

c) The child's class teacher will take steps to provide tailored learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register continued monitoring will be necessary.
- g) Parents will be informed fully at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents evenings.
- i) Parents evenings are used to monitor and assess the progress being made by children.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child will be added to the SEN register. Children will have needs and requirements, which may fall into at least one of four areas:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular reviews to ensure that support and intervention is matched to their need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is

expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil, and where necessary, their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health, Care Plan (EHCP)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care (EHC) Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the Hampshire SEN Local Offer:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Education, Health, Care Plans (EHCPs)

- a) Following Statutory Assessment, an EHCP will be provided by Hampshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.

Annual Reviews

The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. At Berrywood we use this time to bring together all the professionals involved, to consider the progress the pupil has made over the previous twelve months and whether any amendments need to be made to the description of the pupil's needs or the provision in the EHCP. The child's view is taken into account prior to the meeting. A review meeting might recommend amendments to the statement if:

- a) Significant new evidence has emerged which is not recorded on the statement.
- b) Significant needs recorded on the statement are no longer present.
- c) The provision should be amended to meet the child's changing needs and the targets specified at the review meeting.
- d) The child should change schools, either at the point of transfer between phases or when a child's needs would be appropriately met in a different setting.

For pupils in Year 5 the annual review is used as a means of declaring the secondary phase provision required.

During the annual review we record the views of any people involved with the child. The evidence received, and comments on the evidence, together with an account of the review meeting form the basis of the report.

Managing the needs of pupils who require SEN Support

Regular meetings are held between Class teachers and the SENCo to discuss individual children's needs and the appropriate support required. If required, advice from an outside agency will be sought. Individual children will require different types of support and varying levels of support in order to bridge the gap to maximise progress towards Age Related Expectations.

The Additional Needs Team carry out assessments to track children's progress and monitor the impact of intervention programmes. These interventions are monitored and evaluated at least termly by the SENCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective. Following this evaluation of data, children may be added to or taken off the register, however most children will remain on the register and monitored for two rounds to ensure maintenance of scores.

If further assessment is needed to attempt to explain any lack of good progress, a referral to the Educational Psychologist or other external agencies may also be made. For children with more complex needs, Statutory Assessment may be appropriate, at which point the Hampshire County Council SEN team will decide if an Educational Health Care Plan (EHCP, formally a 'Statement') is necessary. If the school is unable to fully meet the needs of a pupil, further advice will be sought from external agencies.

All children on the Special Educational Needs Register have a Pupil Passport which will set out their individual targets. These are written in consultation with the parents, child and teacher and are based on the child's individual needs. Pupil Passports are reviewed at least termly, and stickers added to show progress towards targets. If the child has not reached the target, the reason for this will be discussed, then the target may be broken down into smaller steps or a different approach may be tried to ensure that the child maximises progress.

A Pupil Profile Assessment Record is used for all pupils on the SEN register to record which interventions the child has undertaken and the impact of these. The Additional Needs Teams complete this one record for each child as a central record and historical profile for the pupil.

In order to make consistent continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of discussion and through progress meetings with parents.

Supporting Pupils and Families

Berrywood Primary School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up with regards to the provision for their child.

Supporting Pupils at School with 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 may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.

Some pupils with medical conditions may also have Special Educational Needs (SEN) and may have a Statement, or Education, Health, Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Links with other schools

The school works in partnership with the other schools in the local area as well as the Wildern Primary Partnership. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. The SENCO/ Inclusion Leader also regularly attends SENCO Circle meetings with other local schools in the area led by the Educational Psychologist.

Links with Other Agencies and Voluntary Organisations

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

Berrywood Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, pupils identified as having SEN. The SENCo is the designated person responsible for liaising with the following:

- *Hampshire Education Psychology Service*
- *Primary Behaviour Support (PBS)*
- *Social Services*
- *Speech and Language Service*
- *Child and Adolescent Mental Health Service (CAMHS)*
- *Specialist Outreach Services*
- *Occupational Therapists*
- *Physiotherapists*
- *Children's Services and the Eastleigh Early Help Hub*
- *Ethnic Minority and Traveller Achievement Service (EMTAS)*

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Training and Resources

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCo attends relevant SEN courses, family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCo, with the senior leadership team, will regularly assess the SEN training needs of the staff. This will be done through performance management cycles and also on advice about current best practice from Educational Psychologists and outreach support. This will be met either by whole school INSET or individual training courses.

Roles and Responsibilities

Role of the SENCo

The SENCo has the responsibility for:

- overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with Early Years providers, other schools, Educational Psychologists, health and social care professionals and independent or voluntary bodies

- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Role of the Governors

All Governors are aware of their role and responsibilities with regard to the SEN Code of Practice.

The Governor/s with special responsibility for SEN will meet regularly with the SENCo to monitor and discuss the school's arrangements for SEN provision to ensure that:

- The progress of all pupils will be continually monitored using the school's internal tracking system and regular assessments to identify needs as they arise.
- Pupils have a right to be given information appropriate to their understanding and to have their opinion taken into account in any matters affecting them.
- Full access to the curriculum will be provided through tailored planning by class teachers, the SENCo and the Learning Support Assistants as appropriate.
- Specific input, matched to individual need, will be provided in addition to tailored classroom provision, for those pupils registered as experiencing SEN.
- Progress of pupils experiencing SEN will be reviewed regularly to provide the most effective and relevant learning provision.
- Through inclusive practice, all members of the school community will respect the needs of pupils experiencing SEN.

The SENCo will meet with the SEN Governor/s to discuss current SEN concerns. The SEN Governor/s will lead Governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.

Storing and Managing Information

Berrywood Primary School collects and uses personal information (referred to in the Data Protection Act as personal data) about staff, pupils, parents and other individuals who come into contact with the school. This information is gathered in order to enable the provision of education and other associated functions. In addition, the school may be required by law to collect, use and share certain information.

The school is registered as a Data Controller, with the Information Commissioner's Office (ICO). Details are available on the ICO website.

The school issues a Privacy Notice to all pupils/parents, this summarises the information held on pupils, why it is held and the other organisations to whom it may be passed on to.

The school is committed to maintaining the principles of the Data Protection Act 1998 at all times. Therefore the school will:

- Inform individuals why personal information is being collected.
- Inform individuals when their information is shared and why and with whom unless the Data Protection Act provides a reason not to do this.
- Obtain consent before processing sensitive Personal Data, even if consent is implied within a relevant privacy notice, unless one of the other conditions for processing in the Data Protection Act applies.
- Check the accuracy of the information it holds and review it at regular intervals.

- Ensure that only authorised personnel have access to the personal information whatever medium (paper or electronic) it is stored in.
- Ensure that clear and robust safeguards are in place to ensure personal information is kept securely and to protect personal information from loss, theft and unauthorised disclosure, irrespective of the format in which it is recorded.
- Ensure that personal information is not retained longer than it is needed.
- Ensure that when information is destroyed that it is done so appropriately and securely.
- Share personal information with others only when it is legally appropriate to do so.
- Comply with the duty to respond to requests for access to personal information, known as Subject Access Requests.
- Ensure that personal information is not transferred outside the EEA without the appropriate safeguards.
- Ensure all staff and Governors are aware of and understand these policies and procedures.

Transition

At Berrywood transition is strategically planned so that children experience minimum anxiety during these times.

When children approach transition from classes and/or key stages they are involved in a number of 'transition days' when they spend time in their respective classrooms being taught by their 'new' teachers. Similarly when children are in Year 6 they take part in a number of taster days at local secondary schools and experience a typical day there. Children with SEN, if it is thought appropriate, can receive additional support during these transitions. For example Year 6 pupils have been accompanied by school staff on additional taster days when arranged as appropriate. Children who may find transition more difficult have had meetings convened to put in place strategies to help them with the changes. Children may be given extra time, with support, in their new classes or given visual reminders of their new desk/classroom/teacher/peers or social stories to look at over the school holidays.

Monitoring and Evaluation of SEN

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is achieved through School Council, pupil surveys, Parents' Meetings and Parents' Evenings, Questionnaires and Parental Partnership.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. At Berrywood we have many different ways of gathering information to evaluate the success of our SEN provision. We have a provision management approach, involving the mapping of SEN provision, monitoring, review and evaluation of interventions used to support pupils and deployment of staff and resources to ensure our children achieve. The information gained from provision management is used to identify how effective provision (interventions) is in enabling pupils to achieve academic and wider outcomes. There is to be an annual formal evaluation of the effectiveness of our school SEN provision and policy. The evaluation is carried out by the Headteacher, SENCo and SEN governors and information is gathered from different sources such as teacher and staff progress meetings, pupil questionnaires, parents evenings, feedback and structured conversations. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Reviewing the SEN Policy

Every year, we analyse the data we have on the percentage of our pupils with very low attainment compared to the percentage in similar schools. We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment.
- An increase in the percentage of children recorded as having special educational needs meeting National Curriculum end of year expectations.
- A narrowing in the gap of the percentage of children without special educational needs achieving end of year expectations compared to those with special educational needs meeting end of year expectations.
- Evidence of pupil progress shown through a significant majority of the short-term targets accumulated over the year are recorded as having been achieved.
- Well maintained records – SEN register is accurate, parents are informed and consulted about their children’s needs and there are termly reviews of individual targets.
- Fully informing and consulting parents about their children’s progress and they have been offering copies of their children’s individual targets.

We may also set a measurable target related to inclusion - for example, a reduction in attainment difference between children with SEN and those without SEN. We report progress against these targets to the Governing body. This Annual Report also includes the details of SEN provision and of the Disability and Discrimination Action Plan / Single Equalities Scheme, along with the information required by the Disability Discrimination Act.

Each term, the SENCo will provide information to the Governing Body as to the numbers of pupils receiving special educational provision as well as any pupils for whom a Statutory Assessment has been requested. The Headteacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that Governors are kept up to date with any legislative or local policy changes.

The SENCo will meet with the SEN Governor/s on a termly basis to discuss current SEN practice and concerns. The SEN Governor/s will lead Governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.

Whole school monitoring and evaluation procedures will include sampling of work, pupil interviews and observations.

Outcomes, pertinent to SEN provision and planning, will be taken forward by the whole staff and used to build upon successful practice.

Accessibility

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

Dealing with Complaints

If a parent/carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCo, who will try to resolve the situation.

If the issue cannot be resolved, the parent/carer can submit a formal complaint to the Headteacher in writing or any other accessible format.

Any issues that remain unresolved at this stage will be managed according to the school’s Complaints Policy. This is available, on request, from the School Office.

Bullying

At Berrywood Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn and progress to their full potential.

Bullying of any kind is unacceptable at our school. If bullying does occur, we want all pupils to feel confident enough to seek support from an adult and know that incidents will be dealt with promptly and effectively. We work with the children to understand the impact of the words they use and deal seriously with derogatory name-calling related to 'special educational needs' or disability under our Anti-Bullying Policy.

We aim to make optimum use of Circle Time and Personal, Social and Health Education teaching time for raising issues of language and other disability equality issues.

Evaluation of the policy

In addition to the review of the special educational needs element of the SIP and progress towards the annual targets in the policy, the school needs to be confident that they are doing a good job. This links directly to the type of evidence that can be included in the OFSTED self-evaluation form (SEF) and used as part of whole school self-evaluation. The school can evaluate the success of the policy by using both qualitative and quantitative judgements.

Last Reviewed:	September 2021
Approved by the Full Governing Body :	September 2021
Date for review:	September 2022