

# Special Educational Needs and Disability Policy



**Special Educational Needs and Disability Policy**

*Agreed by Head teacher: March 2022*

Review Date: July 2023

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<b>Website Address</b>	www.robertbakewellprimary.com
<b>Age Range</b>	4-11 years
<b>Designated unit/additional learning support department</b>	N/A Mainstream Primary
<b>Number of children with a Special Educational Need or Disability</b>	60

## Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

*a) have a significantly greater difficulty in learning than the majority of others of the same age; or*

*b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

These difficulties may be caused by a problem with sight, hearing, speech, language and communication, a developmental delay or disorder, an emotional or behavioural difficulty, a medical or health problem or a physical disability.

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Children and Families Act 2014

## **AIMS AND OBJECTIVES**

At Robert Bakewell we committed to providing high quality and inclusive education to all our children at our school which enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transitions to their next phase of education.

We believe that all children, including those with special educational needs and disabilities have an entitlement to a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community. We aim to develop independent learners who can transfer these skills to future life, striving to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

This policy describes and sets out our structures for planning to meet the need for children who present with barriers to learning which may relate to their cognition & learning needs, social, emotional needs, physical & sensory needs or communication & interaction needs. We recognise that some pupils learn at different rates and that there will always be factors that affect attainment including attendance, physical health and wellbeing or maturity amongst other factors.

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all pupils, including those with special educational needs.

We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

We recognise that pupils with SEND can be vulnerable and require additional levels of vigilance in ensuring they are kept safe. As stated in the school's Safeguarding Policy, *"Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils experiencing Special Educational Needs, disabilities or physical health issues."*

### **To achieve this aim we will:**

1. Strive to work within the regulations of the Children and Families Act 2014 and Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)
2. We will respond to learners in ways which take account of their varied needs and life experiences, moving away from an approach that locates a problem within the child, but means doing everything we can to meet a child's SEND.



3. We are committed to identifying a pupil's special educational needs at the earliest point and then making effective provision as this is known to improve long term outcomes
4. Work in close partnership with parents and carers to achieve these aims. We are committed to parents and carers participating as fully as possible in decisions and being provided with information and support necessary to enable this
5. Support pupils themselves to participate in discussions and express their views and be fully involved in decisions which affect them encouraging them to become increasingly effective self-advocates
6. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
7. Provide support, advice and training for all staff working with pupils with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.
8. Appoint a qualified Special Needs Coordinator who will have responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care (EHC) plans.

The Headteacher, SENCo, all staff and the Governing Body will work within the guidance outlined in the SEND Code of Practice 0 -25 (2014, updated Apr. 2020)

## **IDENTIFICATION, MONITORING AND ASSESSMENT OF PUPILS WITH SEND**

### **Identification of SEND needs within pupils.**

A pupil has SEN where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age. For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

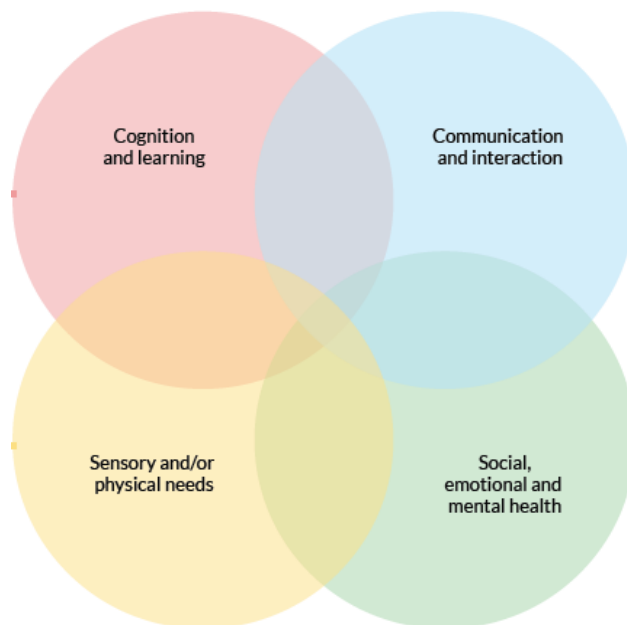
It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

At Robert Bakewell we recognise that every child is unique and that there is a wide spectrum of special educational needs which are frequently inter related.

Most children will have a primary area of need and often these needs are inter-related with some of the other areas.

The Special Educational Needs and Disabilities (SEND) Code of Practice sets out four broad areas of learning as seen in the figure below...

### **Broad areas of need as outlined in the SEND Code of Practice (2014)**



These four broad areas give an overview of the range of needs that the school plans for and not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time. In our school, the needs of the whole children will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEN:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a 'Looked After Child'
- Being a child of a serviceman or service woman

## The Graduated Approach to SEN Support

At Robert Bakewell we have a **graduated approach** to identifying and meeting pupils' needs. At each stage of support, it is the teacher's responsibility to:

- identify pupils who may have SEND AFTER quality first teaching approaches have been tried
- liaise with the SENCO and plan provision
- inform and involve pupils and parents / carers
- plan tasks for support staff, if they are working with pupils with SEND - attend review meetings

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations. Class teachers will put in place if necessary, relevant and timely interventions, through quality first teaching, appropriate scaffolding strategies and in-class support, aimed at closing the gap or raising the attainment. The class teacher will also talk with parents to ensure there is a shared understanding of pupils needs and to gain parental perspective on any emerging concerns and areas of strength.

### The Graduated Approach - The process for implementing SEN support is in four stages

#### **Assess**

We will gather information about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child, to give us an accurate picture of the child's needs. This usually includes the child, teachers, SENCO, parents/carers and any outside agencies (Health, Social and Educational).

#### **Plan**

A Target Plan will be written to outline what will be put in place to achieve specific targets or outcomes using Provision Map.

The plan will include:

- Quality First Teaching approaches that are effective to enhance learning
- Proven interventions/ strategies that will be used to achieve specific targets and how they will be delivered
- Any focussed support from a teacher/teaching assistant
- Resources to support the targets and to ensure access to the curriculum

#### **Do**

The Target Plan is the working document to be used by all those supporting the child. The class teacher remains responsible for the child's progress and works closely with any teaching assistants or specialist staff, to plan and assess the impact of support and interventions and how they link to classroom teaching. Adjustment and annotations should be made to the plan as necessary. If the child's class teacher has any concerns that the plan is not working they will discuss this with the SENCO for further advice.

## **Review**

The effectiveness of the support and interventions will be reviewed at least termly. The impact of the support will be measured as well as progress towards targets. Parents and pupils will also be asked for their views about what has worked well and what they feel now needs to happen to support their learning. A decision will be made about any necessary changes and the Plan and it will be updated to enable the child to achieve their next steps in learning. Advice or assessment from outside specialists may be requested if more information is required. If the child continues to have significant difficulties despite additional intervention and advice from specialists they may have higher needs. The SENCO may then make an application for SEN Intervention funding if the level of support is above and beyond 15 hours of 1:1/small group focused support.

Over time, if the child is still not making progress despite the school having taken relevant and purposeful action over time, the school or the parents can apply for an Education Health and Care Plan assessment.

Where a pupil has an EHC plan there must be an annual review involving parents, school and outside agencies.

## **The Graduated Response – Quality First Teaching**

The first response will be Quality first teaching targeting areas of weakness through in keep up strategies and focused group work. Information regarding concerns will be shared with Senior Leadership during pupil progress meetings. Ongoing assessments will be used which will help as evidence, this includes: Rising Stars Assessment, Standardised Tests including: Single Word Reading Test, Graded Word Spelling Test, independent writing tasks and maths assessments, observations at different times of the school day, and phonics assessments.

Reasonable adjustments will be made to allow access for learners including adaptations to the environment or use of equipment including seating plans, resources and multisensory teaching approaches. Pupils will have access to clubs and fair opportunities to attend educational visits.

## **Monitoring Stage**

- Learners in this category will have access to interventions, but time spent outside of the classroom is to be minimised. Learners may need this type of support for a variety of reasons. This does not necessarily mean that they have a SEND. For examples, pupils for whom English is an Additional Language that do not have other learning needs may need support, but will not be considered to have SEN.
- The teacher has the highest possible expectation for children in their class and all teaching is based on building on what your child already knows, can do and understand.
- Regular observations, moderation of inclusive classroom approaches.
- At Robert Bakewell we have a number of structured interventions which are used to support pupils learning and help boost their progress. They provide a clear structure and have means of tracking individual children's progress which gives staff a clear overview of the impact the intervention is having on the children progress.



- Teachers guide the intervention support led by their support staff and monitor the progress of pupils. Parents will be kept informed.

### **Placement on register**

- If the outcomes of the interventions above do not help resolve the difficulties faced by the child, it may be that there are underlying issues. Therefore, at this stage, Teachers complete an initial concern form and speak to SENCo.
- Pupil attainment is tracked using the whole school tracking system and those failing to make expected levels of progress, despite interventions are identified promptly.
- Further support will follow initial concerns being raised with the SENCO, involvement of parents and carers to gather further information.
- Advice will be given on adjustments, interventions and support to be put in place with a clear date for review, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Parents will be involved in this process.
- Where needed a personalised plan will be implemented in consultation with parents/carers. At Robert Bakewell we encourage parents and carers to contribute information about their child and raise any concerns they may have regarding their child's needs
- The pupils at this stage will be listed on the SEN Register and will receive SEN Support that is in 'addition to' or 'different from' the already differentiated curriculum. Pupils may be involved in intervention groups lead by the Educational Intervention Teacher or TA/LSA, which will be monitored by the Class Teacher and overseen by the SENCO. Further assessments, if needed will be arranged by SENCo (Hearing and Vision tests requested if necessary).

### **The Local Authority SEN Support Plan and Education Health and Care Plan process**

- If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil
- Teachers will be required to read and understand any specialist reports/statements/SEN support plans and implement the strategies and approaches suggested, monitoring the progress. The SENCo will monitor this termly. Any CPD arising from this that will benefit the teachers/support staff will be arranged.
- For a very small percentage of pupils, where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider requesting a LA SEN Support Plan or Education, Health and Care assessment from the Local Authority is appropriate. To inform this decision, the SENCO will have close regard to the local authority's criteria for funding through a SEN Support Plan or for an EHC Plan assessment. This can be found on the Leicestershire Local Offer website along with information on the EHC plan coordinated assessment process and will be shared in full with parents to ensure they are confident and clear about what the process and how they are involved in it.

- A child identified with SEN may require additional arrangements and adjustments, in accordance with national guidance, to enable them to fully access tests and assessments such as Key Stage 2 SATs. This may be in the form of a reader, a scribe, additional time or rest breaks.
- Education, Health and Care Plans  
Pupils with Education and Health Care Plans (EHCP) will have access to all of the arrangements for pupils on the SEN Register, but will require additional support. This plan of support will be outlined in the EHCP, with a focus on the outcomes of support and interventions. In addition to the above, EHCPs will be reviewed termly with parents, the Headteacher and the SENCO.

### **Examples of specialist agencies used by and that are available to be used by the school**

- Educational psychologists
- Child and Adolescent Mental Health Services (referral via GP)
- Education Inclusion Service specialist teachers
- Specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability
- Speech and language therapists
- Consultant paediatrician (referral via GP)
- School nurse
- Occupational therapists and physiotherapists (referral via GP)

*The class teacher remains responsible for working with the child on a daily basis even if the child receives 1:1 support or group support away from the class.*

### **Removing pupils from the SEN register**

In consultation with parents, the child will be considered for removal from the SEND register where he / she has made sustained good progress that:

- better the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age,
- or where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained and SEN Support is no longer required to ensure this progress is sustained.

### **Supporting Pupils 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 may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice (2014) is followed. The arrangements in place in schools to support pupils at school with medical conditions are detailed within the school's Medical

Conditions Policy and are available to view on this website. <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

In September 2014, a new duty from the Children and Families Act 2014 came into force for governing bodies which states that schools need to make arrangements to support children with medical conditions. The aim of this policy is to make sure that all children with medical conditions (both physical and mental) are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential.

### **Monitoring and evaluation of SEN**

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEN. This is done through scrutiny of data related to the achievement of pupils with SEN, work scrutiny, observation and sampling of parent and pupil questionnaires. The school's SEN Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant data as part of the Governing body's process of monitoring the effectiveness of the school's SEN Policy.

In addition to the above, Robert Bakewell are proud to be participating in the School Effectiveness initiative and are part of the Whole School SEND Project this year which allows us to evaluate current provision and enhance current provision.

## **SUPPORTING PARENT AND PUPIL INVOLVEMENT**

### **Parents' / Carers' Input**

At all stages of the educational process Robert Bakewell aims to keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and carers. Through regular review meetings, we encourage parents to make an active contribution to their child's education. If input from an outside agency is required, we inform and seek the consent of parents and carers. The outcome of these meetings is shared with parents, so everyone involved can work to serve the best interests of the children.

Robert Bakewell will do this by:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing all information in an accessible way.
- The SENCo being available for meeting by appointment through the school office or by email.
- Publishing about how the school implements the SEND Policy on the school website following the information set out in the SEN information regulations (2014) and as part of the school's contribution to the Local Offer.

- Class teachers meeting with parents, in addition to parent evening appointments, to discuss concerns regarding pupils' progress at the earliest opportunity, raised either by the class teacher or the parents themselves.
- Class teachers will invite parents of pupils with SEN in their class at least three times a year to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may part of or in addition to parents' evening meetings and may be supported by the SENCo.
- Planning in additional support for parents at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Making use of media such as email to contact parents and for parents to contact school in line the school's Communication policy.
- Seeking parents' views through periodic questionnaires and considering adjustments to practice in the light of analysis.

### **Supporting Pupil Voice**

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to transfer to their next phase of education confident and able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.

How the school will do this:

- Pupils are actively involved in their learning at Robert Bakewell and they are encouraged to express their views about their SEN Support targets. Progress towards targets are shared with pupils at termly review meetings.
- Self-knowledge is the first step towards effective self-advocacy so, with their parents, we will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- All staff will actively listen to and address any concerns raised by children themselves.
- Pupils with SEND are encouraged to stand for election to the School Council.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person or by completing a pupil voice sheet that is to be shared at the meeting.
- Seeking pupils' views through annual questionnaires / interviews undertaken by the SENCOs, considering adjustments to keep in the light of analysis.

## **ROLES AND RESPONSIBILITIES**

### **Role of the Class Teacher:**

Teachers will raise concerns about pupils in their class who may be underachieving or with a suspected special educational need. New concerns will involve filling in an initial concerns form. These concerns will be discussed fully with parents and SENCo and concerns recorded. Intervention, providing additional or different work to that given in class, may be necessary to target the pupil's areas for development. Should intervention over time, or referral to an external specialist be deemed necessary, the pupil will be placed on the Special Educational Needs Record at SEN Support.

For those pupils on the SEN Record, teachers will be expected to maintain all relevant paperwork including the writing of individual learning plans and reviews on Provision Map, collaborating with parents and pupils to complete pupil passports. These documents should reflect the needs of the pupils and their personal targets. These will be regularly monitored by the class teacher, pupils and SENCo. A new SEN Learning Plan will be written at least termly and reviewed with parents, who will be consulted about all decisions. When a pupil is removed from the SEN Record, they will continue to be monitored to ensure progress is maintained.

### **The SENCO is responsible for:**

- Monitoring the day-to-day operation of the SEND Policy.
- Raising whole school awareness of SEND through regular communication with all school staff.
- Overseeing the records of all pupils with SEND.
- Liaising with, advising and supporting all staff and pupils.
- Coordinating provision for pupils with SEND both internally and externally.
- Liaising with parents/carers, involving them in supporting their child and in understanding the policy.
- Identifying training needs and contributing to in-service training for all staff.
- Attending cluster meetings/courses and disseminating information to school staff.
- Arranging and chairing meetings including termly parents/teacher meetings and annual reviews of Educational, Health and Care plan's.
- Liaising with Teachers and Support Staff to:
  - ensure pupils with Special Educational Needs are correctly identified and appropriate targets set for progress.
  - track the progress and achievement of pupils in order to identify groups who may be underachieving and to plan strategies to address the needs of these pupils.
  - Team Teach to develop provision for SEND pupils improving access to learning.
- Building and maintaining links with feeder Secondary Schools and Pre-Schools.
- Organise and provide provision for pupils who have social and emotional needs.



- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- ensuring that the school keeps the records of all pupils with SEN up to date.

### **Governing Body and Head teacher**

Robert Bakewell Primary school works closely with the Governing Body; they can be contacted via the School Office.

Governors are responsible for making sure the necessary support is made for any child who attends the school who has SEND. The Headteacher will ensure the Governing Body are kept up to date about any issues in school relating to SEND.

The Head teacher will ensure that the SENCO has sufficient time and resources to carry out her functions. This will include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

### **Training**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school SENCo regularly attends SEN meetings, alongside other SENCos, in order to keep up to date with local and national updates in SEND. 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.

### **Funding for SEN and Allocation of Resources**

The school's core budget is used to make general provision for all pupils in the school including pupils with SEN. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the 'notional SEN budget'.

The amount in this budget is based on a formula which is agreed between schools and the local authority. The government has recommended that schools should use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN. Most children with SEN need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEN needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top-up funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block. Schools are expected to use this funding to make provision for that individual pupil.

The school may also use Pupil Premium Funding, where a pupil is registered as SEN and is also in receipt of Pupil Premium grant, to address the needs of these pupils and enhance learning and achievement.

## **ADMISSIONS, ACCESSIBILITY AND COMPLAINTS.**

### **Admissions for Pupils with SEN**

Robert Bakewell Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account in the process of pupil development. All pupils are welcome, including those with special educational needs and disabilities, in accordance with Leicestershire's admission policy.

### **On Entry**

A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September. Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. The SENCo will meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

### **Transition to Secondary School**

Most children move onto either Charnwood College, De Lisle or Limehurst School after Year 6. Where there is a special educational need present, information is sought from professionals involved to ensure appropriate provisions have been made for transition. Additional Visits and meetings with staff and SENCO from the high school are organised. The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice. Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. Visits to other providers may be arranged as appropriate. Where needed, our Welfare Team are able to offer additional support if pupils are feeling anxious.

### **Mid-Year transition**

Where a child transfers Mid-Year, information is sought from the previous school to understand what the child's needs are. Any paperwork passed on is thoroughly analysed and necessary provision is put in place. Where possible, this liaison is carried out prior to the child starting school. On the first day, the child with their parent/carer will be met by a member of the school and introduced to their class teacher and shown where to put their belongings. Children are given time (around 2 weeks) to settle before any assessments are carried out.  
(also outlined in our SEN Information Report)

### **Accessibility: The School Site**

When a pupil starts our school, any concerns around their ability to access the site, educational provision or learning are discussed with the student, their parents, teachers and other relevant professionals. Facilities currently in place are:

- The main building is fully accessible through the main entrance off the car park.
- We have accessible toilets in the center of the school.
- The medical room has a toilet and a bed.
- There are designated parking spaces in the drop off zone outside the main school reception.

Students are encouraged to access the wider life of the school community. Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a risk assessment suggests that additional support is required then arrangements can be made for a member of support staff, parent or carer to accompany the child in addition to the usual school staff. Individual needs can be discussed with the Class Teacher, SENCo or Headteacher.

If needed, we ask various outside agencies to help with assessing the needs of students to ensure they are able to access the school and learning to the best of their ability. Advice from Occupational Therapists, Physiotherapists, Health and Safety personnel at County Hall alongside the Specialist Teaching Service is sought to enable this to happen.

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

As a school we are happy to discuss individual access requirements. Please see Robert Bakewell's 'Accessibility Plan'

### **Arrangements for considering complaints about Special Education from parents of children with SEND.**

Any complaints concerning SEN should be made following the school's Complaint Policy and Procedures in the first instance. Referral to the SEN appeals regulations at Local Authority level may be followed thereafter if required.

### **Storing and Managing Information**

Abiding by the new GDPR regulations, all records containing sensitive records relating to that special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use. The same confidential and secure approach applies to information shared with outside agencies by telephone, email or letter.

Our school's policy on Data protection is available to view on this website within our GDPR policy.

## **Reviewing the Policy**

The SENCo and Headteacher will review the SEN policy annually to ensure it complies with all current legislation and guidelines set by the Government. The reviewed policy will then be passed to the School Staff and Governors for discussion and approval.

## **Bullying**

As a school we take the steps to ensure and mitigate the risk of bullying of vulnerable learners in our school. The safeguarding of all pupils within the school is the utmost priority of all staff. The Headteacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

How will we help to develop a child with SEN emotional and social development?

- Support from our highly experienced welfare team
- Circle time activities – following the school's own PHSE scheme.
- Social and friendship groups.
- A named adult in school that is available for children to talk to.

If parents have any concerns in relation to bullying a copy of the school's Bullying Policy is available from the school's office or on our website.

## **Appendix of Common SEN Acronyms**

Attention deficit hyperactivity disorder (ADHD)  
Autism Diagnostic Observation Schedule (ADOS)  
Auditory processing disorder (APD)  
Annual Review (AR)  
Autistic spectrum disorder (ASD)  
British Ability Scales (BAS)  
Behaviour Support Plan (BSP)  
Childhood Autism Rating Scale (CARS)  
Conners Comprehensive Behaviour Rating Scales (Conners CBRS)  
Child and Adolescent Mental Health Service (CAMHS)  
Disability discrimination (DD)  
Department for Education (DfE)  
Disabled Student's Allowance (DSA)  
Education, Health and Care Plan (EHCP)  
Educational psychologist (EP)  
Educational Psychology Service (EPS)  
Education Welfare Officer (EWO)  
Early years foundation stage (EYFS)  
Global developmental delay (GDD)  
Hearing impairment (HI)  
Information, Advice and Support Service (IASS)  
Individual Behaviour Plan (IBP)  
Individual Education Plan (IEP)  
Local authority (LA)  
Local educational authority (LEA)  
Local Offer (LO)  
Learning support assistant (LSA), teaching assistant (TA) or learning assistant (LA)  
Moderate learning difficulties (MLD)  
Occupational Therapist (OT)  
Picture Exchange Communication System (PECS)  
Personal Education Plan (PEP)  
Profound and multiple learning disability (PMLD)  
Parent Partnership (PP)  
Physiotherapists (PT)  
Speech and Language Therapists (SALT or SLT)  
Special educational needs (SEN)  
Special Educational Needs Co-ordinator (SENCO)  
Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH)  
Visual impairment (VI)