

## Bournville Junior School

### Special Educational Needs and Disability Policy (SEND Policy)

Bournville Junior School was founded in 1906 as the personal gift of George Cadbury to complete the village of Bournville. He specified that the School should provide education of the highest quality in an ethos which was forward looking and tolerant. We continue to cherish his vision and we are proud of the reputation the School has for high standards of achievement in teaching and learning and for providing a caring and purposeful environment in which the individual needs and abilities of each child are recognised.

#### Legislative Framework

This policy for children with special educational needs or disabilities is governed and informed by the statutory frameworks set out in the following documents:

- 0-25 SEND Code of Practice 2014
- Children and Families Act 2014
- Working Together to Safeguard Children 2015
- Equality Act 2010
- Supporting Pupils at School With Medical Conditions December 2015
- The National Curriculum In England framework document 2013

#### Fundamental Principles

At Bournville Junior School, all children with special educational needs or disabilities are offered full access to a broad and balanced curriculum.

Children who are deemed to have any degree of SEND, whether temporary or permanent, are given the same opportunities as those experienced by others, with due regard for each child's dignity and self-esteem.

Every teacher at Bournville Junior School is responsible and accountable for ensuring that all pupils in their class fulfil their potential. Teaching and supporting pupils with SEND is a whole school responsibility, requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – school, parents/carers, pupils, external agencies and local authority.

#### The Inclusion Team at Bournville Junior School

Head of Inclusion	Amanda Richardson
Sendco, Beco	Karen Spinks
Learning Mentor	Sue Webb
Assistant Learning Mentor	Uzma Chohan
SEND Governor	Halit Halusi

## **Definition of Special Educational Needs**

At Bournville Junior School, we recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be short or long term.

The Special Educational Needs and Disability Code of Practice 2014 states that:

“xiii. A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- a) Has a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for others of the same age in schools in mainstream schools or mainstream post-16 institutions.

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.”

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.

According to the 0-25 Code of Practice 2014, the four main areas of SEND are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

## **Aims and objectives**

At Bournville Junior School, our aim is to ensure that the whole school community has high expectations for all pupils with SEND, and that there is a focus on outcomes for children with SEND, not just the nature of provision. To achieve this, we will ensure that:

- All children are given equal access to a broad, balanced and relevant curriculum, meeting the National Curriculum 2014 requirements, including extra-curricular activities.

- We operate a “whole pupil, whole school” approach to the management and provision of the support for special educational needs.
- The needs of pupils with SEND are identified early and are clearly communicated to all who are likely to teach them. These needs will be assessed, planned for, provided for and regularly reviewed, following the Assess, Plan, Do, Review cycle.
- All children with special educational needs are encouraged to participate in the decision-making processes about their needs. This includes encouraging them to give their views on assessment of their needs, progress review and to become involved in the transition process.
- Parents of children with SEND are treated as partners and are encouraged to play an active and valued role in their child’s education.

### **Identifying Special Educational Needs**

At the heart of the work of Bournville Junior School is a continuous cycle of planning, teaching and assessing which takes account of a wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. In school, we use a variety of different ways to identify whether a child has special educational needs. Some of these ways include:

- Observations
- Information from parents and carers
- Information from the child
- Discussions with adults who work with the child
- School based assessments and test results
- Specialised assessments carried out by the school’s external agencies
- Information from previous schools or settings
- Results from end of Key Stage assessments

The results of any tests and information we have collected on individual children will be shared openly with parents at meetings.

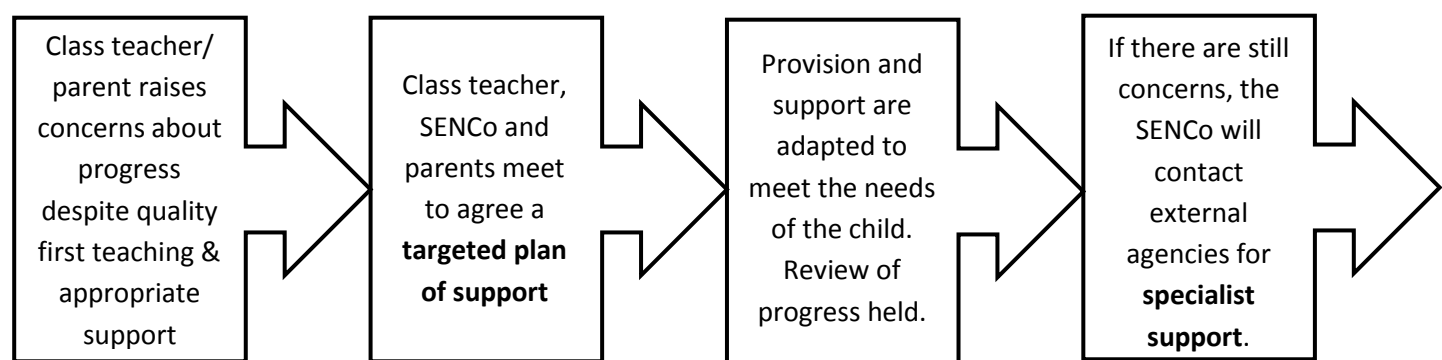
Children may be seen as needing provision which is additional to or different from that provided as part of normal class teaching and learning when they:

- Make little or no progress even when teaching approaches are targeted particularly in a child’s area of weakness;
- Make slow progress in English and maths skills;
- Present persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed by the school;

- Have sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Have communication or interaction difficulties and continues to make little or no progress, despite the provision of a differentiated curriculum;

### A Graduated Approach to SEN Support

The progress made by all pupils is regularly monitored and reviewed. In our response to meeting the needs of pupils with SEND, we adopt the Assess, Plan, Do, Review cycle outlined in the SEND Code of Practice 2014.



Initial concerns registered by teachers, support staff, parents and carers, are addressed by quality first teaching and appropriate differentiation in the classroom. Once an initial concern has been raised, the child will be placed on “Monitoring”, a record will be made and progress will be closely monitored through the school’s standard assessment procedures.

Under the 0-25 SEND Code of Practice 2014, there are two categories of special educational need: SEN support and Education, Health and Care Plan (EHCP).

**SEN Support** This is action or provision which is additional to, or different from what is available to all. Pupils benefiting from SEN support will have a pupil profile, which will include the following information:

- Background information about the pupil’s difficulties, strengths and interests
- Short-term targets and desired outcomes
- Classroom differentiation
- Targeted and or specialist support strategies to remove barriers to learning
- Ideas how parents can support their child’s learning at home
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**Specialised Support** If the school has evidence that a child is making insufficient progress despite significant and appropriate intervention, they will require specialised support. This is when outside agencies become involved, working with the child, teachers, teaching assistants, parents and SENDCo. Parental permission is always sought before involving any of these agencies.

These outside agencies may provide advice on the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of a child's progress.

**Education, Health and Care Plans (EHC Plans)** EHC Plans have replaced Statements from September 2014.

In a very few cases, if a child is still demonstrating significant cause for concern, a request for an EHC Plan will be made by the school to the Local Authority, who will then consider the school and educational professional's evidence, along with any provided by the Health and Social Care professionals. This will decide the nature of the provision necessary to meet the young person's SEN.

Pupil Profiles will be generated for all pupils on SEN Support and EHC Plan. All Pupil Profiles will be reviewed regularly by class teachers who will write a SEN Review Report in consultation with teaching assistants, the SENDCo and pupils. Parents will be asked to contribute to this review at termly SEND Review Meetings and at the Annual Review for an EHC Plan.

The child's class teacher and SENDCo will decide on the nature of targeted and specialist support which may be in the form of:

- Adapted tasks and resources
- Adaptations to the learning environment
- Use of visual support
- Adult support in whole class settings
- Small group work
- One to one work

### **Monitoring and Evaluation of SEND**

The following procedures provide evaluative points for assessing the effectiveness of Bournville Junior School's provision for pupils with SEND:

- Reports to Governing Body
- Pupil progress meetings and data tracking
- Pupil and parent views shared during SEND Review meetings
- Pupil and parent views shared during annual EHC Plan review meetings
- Evaluation of Pupil Profiles
- Planning and book scrutiny feedback conducted by the SENDCo during Learning Walks
- Learning environment checks

## Training and Resources

All school staff receive training appropriate training so they have the knowledge and confidence to support children with a variety of needs.

The school provides training and support to enable all staff to improve the teaching and learning of all children, including children with special educational needs. This may include whole school training on SEND issues, such as: assessment of SEN, Autism, Dyslexia and Dyspraxia, Epilepsy, Diabetes and Asthma.

Individual teachers and support staff attend training courses that are relevant to the needs of specific children in their class or intervention groups, e.g. Level 2 or 3 Autism, Friends for Life, gross and fine motor skills. Karen Spinks, SENDCo has gained the National Award for SEN Co-ordination.

In addition, the SENDCo meets regularly with staff to provide advice about teaching approaches and resources for children with additional needs.

Resources are allocated to support children with identified special educational needs. Each year, we plan our provision to show how we allocate human resources according to pupil need. This is reviewed on a termly basis. Where necessary, specialist equipment, books or other resources may be purchased.

## Roles and Responsibilities

The **Head of School** has the responsibility for day-to-day management of provision for pupils with special educational needs. They work closely with the Inclusion Manager and SENDCo to ensure full staff participation in the development and implementation of the SEND policy.

The **Inclusion Manager** oversees the provision for and progress of children with SEND. The SENDCo and Inclusion Manager work closely together to ensure staff are enabled to do this.

The **SENDCo** has the responsibility for:

- Developing, monitoring and reviewing the school's SEND policy.
- Co-ordinating the provision for children with special educational needs or disabilities across the school.
- Ensuring that parents are:
  - Involved in supporting their child's learning
  - Kept informed about the range and level of support offered to their child
  - Included in reviewing the progress their child has made.
- Liaising with a range of outside agencies who can offer advice and support to help pupils overcome any barriers to learning.
- Providing specialist advice and facilitating training for teachers and support staff.
- Overseeing the records for all pupils with SEND.

- Liaising with Infant Schools and Secondary Schools to ensure smooth transitions for pupils with SEND.

**Class teachers** are responsible for:

- Checking on the progress of all pupils and identifying, planning and delivering any additional support underachieving pupils may need.
- Writing pupil progress targets, and sharing and reviewing these each term.
- Personalising teaching and learning for pupils with SEND to ensure they make the best possible progress.
- Ensuring that the school's SEND Policy is followed in their classroom.
- Working in partnership with parents, the SENDCo, teaching assistants and outside agencies to support individual pupils.

In our school, we have a **SEND Governor** who is responsible for special educational needs and his name is Halit Halusi. His role is to liaise with the SENDCo throughout the year, ensuring that all children with SEND get the support they need to access all aspects of learning and to participate fully in the life of the school. The SEND Governor is the link between the school and the governing body in relation to pupils with SEND, meaning that any concerns over SEND provision can be raised, discuss and resolved.

### **Storing and Managing Information**

All special educational needs records are confidential. The SENDCo will keep and update the SEND database and will ensure all SEND records are held securely. When a child transfers to a new school, the SEND records will be transferred by hand to the new school.

### **Working in Partnership with Pupils and Their Families**

At Bournville Junior School, we recognise the value of working in partnership with parents of children with special educational needs in order to achieve the best outcomes for them. As a school, we strive to ensure a high level of communication with parents so that they feel well informed about what is happening in school and how their child is progressing. This includes:

- Regular meetings with SENDCo and class teacher
- Regular curriculum information and newsletters to inform parents of what will be going on during the term
- Information on the school website
- Parents' evenings
- Parent drop-ins/coffee mornings
- Parents' views on pupil profiles/annual review documents

We encourage parents of children with SEND to talk to their child's class teacher regularly so that we know what they are doing at home and we can tell parents what they are doing in school. We will ask all parents to contribute to their child's pupil profile, a copy of which will be sent home.

We also have a variety of other methods of communication with parents according to the needs of the individual child. This can include phone calls, school planner, home-school book, letters or certificates home.

The SEND Information Report, available on the school website, gives details of support organisations which exist to provide additional help and advice to parents and carers of children with SEND.

### **Reviewing the Policy**

The SEND policy is normally reviewed every three years.

### **Accessibility**

Bournville Junior School is a listed Victorian building built on multiple levels. Because of the nature of the building and the difficulty in modifying it due to its listed status, wheelchair access is currently limited to the ground floor. In September 2016, a fully accessible toilet was commissioned and the school is continually seeking to further develop its accessibility to all potential pupils.

### **Admission Arrangements**

These are in line with the school's Admissions Policy. A child with SEND but without an EHC Plan / Statement will not be refused a place solely on the grounds of their special educational needs.

### **Arrangements for Handling Concerns about SEND Provision**

At Bournville Junior School, we are committed to working in partnership with parents and children to meet the needs of all children with special educational needs.

If parents were to have a question or concern about the provision for a child with special educational needs, in the first instance, we would encourage them to contact their child's class teacher and / or the school SENDCo.

In the event that the concern is not resolved, we would request that they contact the Head of Inclusion, who will liaise with the class teacher, SENDCo and parents to secure a resolution.

If they still have concerns, the next step would be to contact the Head of School by telephoning the school office or writing a letter marked for her attention. The school and governing body take complaints seriously and will do everything they can to resolve the issue quickly.



In the unlikely event the concern is not resolved, and having followed all the steps above, contact the Chair of Governors, in line with the Complaints Procedure.

**Date of Policy:** Autumn 2016  
**Written By:** Karen Spinks, SENDCo  
**To be reviewed:** Autumn 2018

**Please also refer to these policies and documents:**

SEND Information Report Autumn 2016  
Safeguarding Policy September 2016  
Behaviour Policy January 2016  
Supporting Pupils at School with Medical Conditions December 2015  
Equality and Diversity Policy September 2015  
Anti-bullying Policy January 2016  
Pupil Premium Policy November 2014  
English as an Additional Language Policy  
Complaints Procedure  
Admissions Criteria Statement September 2016