



INCLUDE

CREATE

PERFORM

New Bewerley Community School SEN Policy

Intent

At New Bewerley Community School, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom and that they are well prepared for the next stage of their education.

Through our high quality planning, teaching and provision (both in mainstream school and Resource Provision) we:

- Pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximised and that additional support is accessed at the earliest possible opportunity.
- Ensure that all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning.
- Provide an accessible learning environment which is tailored to the individual needs of all pupils.
- Develop children's independence and life skills using a bespoke curriculum, taking account of individual needs and life stages.
- Regularly monitor the progress of children with SEND, using a child-centred approach and carefully analyse SEND data to inform next steps planning.
- Provide relevant and up to date training for all staff members working with children with SEND.
- Have purposeful partnerships with parents and carers.
- Work closely with external agencies and other professionals using a multi agency approach to providing a high quality education for children with SEND.

Implementation

At New Bewerley Community school, every teacher is a teacher of SEND and every LSA will support children with SEND. As such, inclusion is a thread that runs through every area of the school enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child.

At New Bewerley Community School, pupils with SEND will:

- Be included in all aspects of the school day, in a purposeful way taking account of their individual needs.
- Be provided with quality first teaching, differentiated to their needs.
- Provided with support that is additional to or different from the rest of their cohort when required.
- Be respected and their contributions valued and acknowledged.

Pupils with SEND may:

- Have specific 1:1 or small group intervention to support their cognitive, communication, SEMH, physical or medical needs.
- Have additional support from our SENDCO, SEMH Leader, FSW or Learning Mentor.
- Receive additional support with their speech and language development from our Speech and Language Therapist.
- Carry out some of their learning in our Resource Provision Unit (Rainbow Room) or SEMH Unit (The BASE)
- Attend specialist SEND Music sessions, taught by our specialist teachers
- Work alongside external agencies such as an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Art therapists or professionals from SENIT (Special Educational Needs Inclusion Team).

Impact

As a result: Children at New Bewerley School

- Feel happy, safe and respected.
- Behaviour in school is good and diversity is celebrated.
- Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.
- Children with SEND make good progress from their starting points due early identification of SEND, a multi agency approach and the use of a variety of specialist teaching methods using bespoke timetables to the use of resources which meets the needs of the pupils.
- On leaving New Bewerley Community School children with SEND have developed good independence and life skills and are well prepared for the next stage of their education.

Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disabilities (SEND) Code of Practise. It also meets with part 3 of the Children and Families Act 2014, which sets out school's responsibilities for pupils with SEND and The Special Educational Needs and Disabilities Regulations 2014, which sets out school's responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information reports.

Definition of Special Needs

The Special Educational Needs and Disabilities Code of Practice (0-25 years) 2014 state that:

A child or young person has Special Education Needs if they have learning difficulty or disability which calls for Special Educational Provision to be made for him/her.

A child of compulsory school age or young person has learning difficulty or disability if he/she:

- Has significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders him/her from making use of the facilities of a kind generally provided for others of the same age in mainstream school or mainstream post 16 institution.

The SEND Code of Practice 2014, identifies 4 broad areas of need:

Area of Need	Possible indicators which may show a child or young person's area(s) of need
Communication and Interaction	Difficulties with: <ul style="list-style-type: none"> • Speech – expressive language • Understanding – receptive language • Concentration, social interaction and relationships – Pragmatics Diagnosed conditions: <ul style="list-style-type: none"> • Autistic Spectrum Disorder
Cognition and Learning	Learning may develop at a significantly slower pace than his/her peers. -Attainment may also be below the age-related expectations. Children may show difficulties with the following: <ul style="list-style-type: none"> • Language, memory and reasoning • Sequencing and organisation skills • Decision making • Understanding number • Problem solving and concept development • Information processing Learning difficulties cover a wide spectrum of needs, including: -Moderate learning difficulties (MLD) -Severe learning difficulties (SLD) -Specific learning difficulties (SpLD) such as dyslexia, dyscalculia, dysgraphia or dyspraxia
Social, Emotional and Mental Health	Development is affected due to: <ul style="list-style-type: none"> • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Social isolation • Attachment disorders
Sensory and/or Physical needs	A wide range of needs may come under this heading: <ul style="list-style-type: none"> Visual impairment (VI) Hearing impairment (HI) Fine and/or gross motor skills development Multi-sensory impairment Medically diagnoses conditions which impact on a child's ability to access his/her education

Roles and Responsibility Provisions for pupils with SEND is a matter for the school as a whole.

<p>SENCO Mrs C Barnes</p>	<p>The SENCO:</p> <ul style="list-style-type: none"> • Works with the Headteacher, SLT and SEN Governor to determine the strategic development of the SEND policy and provision in school • Has day to day responsibility for the operations of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health, Care Plans (EHC Plans) • Provide professional guidance to colleagues and work with staff, parents and other professional agencies to ensure that pupils SEND receive appropriate support and high quality teaching • Provide advice on the graduated approach to providing SEND Support • Provide advice on the deployment of the school delegated budget and other resources to meet pupil’s needs effectively. • Is the point of contact for external agencies, especially the local authority and its support services • Will liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned. • Works with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements. • Ensures the school keeps the records of all pupils with SEND up to date. <p>Has overall responsibility for the management of Resource Provision and responds to consultations (working alongside the LA)for pupils wishing to access this provision.</p>
<p>The SEND Governor Mrs C Perkins</p>	<p>The SEND Governor will:</p> <ul style="list-style-type: none"> • Help raise awareness of SEN issues at the governing board meeting • Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this. • Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in school.
<p>The Headteacher Mr G German</p>	<p>The Headteacher will:</p> <ul style="list-style-type: none"> • Work with the SENCo and SEN Governor to determine the strategic development of the SEND policy and provision. • Have overall responsibility for the provision and progress of learners with SEND.
<p>Class Teachers</p>	<p>Each class teacher is responsible for:</p> <ul style="list-style-type: none"> • The progress and development of every pupil in their class

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	<ul style="list-style-type: none"> • Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and intervention and how they can be linked to classroom teaching. • Working with the SENCO to review each pupil's progress and development and decide on any changes to provision. • Ensuring they follow this SEND policy.
Resource Provision leader Mrs L Rhodes	<p>The Resource Provision (RP) Leader will:</p> <ul style="list-style-type: none"> • Have overall responsibility for the day to day running of the Resource Provision (Rainbow Room) • Will liaise with external agencies for children accessing RP • Work with the SENDCO to ensure that EHCP outcomes and provision are being met.
Miss C Lawson SEMH/Behaviour lead	<ul style="list-style-type: none"> • Responsibility for analysing behaviour data • Working with SENDCO and Class teachers to determine SEMH interventions and provision in class • Link to external agencies for SEMH needs • Writing and updating IPRAS and BOXHALL profiles.

SEND information

Our school currently provides additional and different provision for a range of needs, including pupils with:

- Communication and interaction difficulties (autism, specific language impairment, speech and language needs)
- Social, Emotional and Mental Health difficulties
- Sensory and/or physical needs (hearing impairments, Cerebral Palsy, acquired brain injury)
- Moderate learning difficulties
- Severe learning difficulties (Global cognitive delay, Downs Syndrome)
- Specific Learning difficulty (Dyslexia, Dyscalculia)

In addition to this the school has a 14 Resource Provision Unit for children with complex needs who have an EHCP where the provision is named as New Bewerley Community School (Resourced Provision).

Identifying pupils with SEND and assessing their needs

Identification and assessment of children whose language is not primarily English are treated with care. Where possible, the child is assessed in their home language using a translator alongside external professionals. Having English as an additional language (EAL) is not equated to learning difficulties. Where a child's progress is slow, it will not be assumed that is automatically hindered by the language problem.

Each child's current skills and levels of attainment are assessed as part of a thorough assessment cycle.

Teachers make half termly assessments of progress for all pupils and identify those pupils whose progress:

- 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



Class teachers will raise concerns with the SENCo using a teacher concern form or as part of the pupil progress meetings. (Slow progress and low attainment does not automatically mean a pupil should be recorded as having special educational needs).



When deciding whether special educational needs provision is required, we may:

- Monitor a pupil closely
- Focus on desired outcomes
- Discuss expected progress and attainment
- Barriers to learning will be considered
- interventions and support may be offered where appropriate as part of a graduated response
- pupils' and parents views may be sought

Where it is determined that a pupil does have SEND, parents will be formally advised of this decision and they will be added to the SEND register. The aim of formally identifying a pupil with SEND 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 an understanding of the pupil's needs grow. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Special Needs Register

A child will only have their name appear on the Special Needs Register if it is deemed that he/she needs provision which is additional to/different from the provision which is needed by his/her peer group.

Individual Education Plans (IEPs) –Once a child is recorded as having special educational needs, an Individual Education Plan (IEP) will be created to support the child. These will be shared with the child, all staff working with the child and parents/carers. IEPs will be monitored to ensure the pupil is accessing support and provision to help him/her meet the set outcomes. IEPs will be reviewed half termly.

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

Pupil progress will be monitored on a half termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on provision maps, which are updated when the intervention is changed. These are updated by the class teacher and SENDCO. These reflect information passed on by the SENDCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated half termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

<p>Wave 3 – Children at this stage are identified as needing SEN SUPPORT. Pupils at this stage may be on the Special needs Register and may have an Individual Education Plan. Pupils working at this stage may have an Education, Health, Care Plan (EHCP)</p>	 <p>The diagram is a green pyramid with three horizontal sections. The top section is labeled 'Wave 3' and describes 'Additional targeted interventions'. The middle section is labeled 'Wave 2' and describes 'Additional interventions to enable learners to work at age-related expectations'. The bottom section is labeled 'Wave 1' and describes 'Inclusive quality first teaching for all'. Above the pyramid, the text reads 'Waves of intervention' and 'Waves of intervention model'.</p>
<p>Wave 2 – in addition to Wave 1, Children require interventions over a specific time period to address any gaps in learning, allowing a child to move forward</p>	
<p>Wave 1 – quality first teaching Inclusive quality first teaching which takes into account the needs of all learners through differentiation and carefully planned learning opportunities.</p>	

Adaptations to the curriculum

Adaptation are made based on individual need, following discussion between relevant staff (Teacher, SENCO, Headteacher)

Adaptations may take the following forms:

- Differentiating our curriculum to ensure all pupils are able to access learning

- Groupings – offering small group support
- offering 1:1 support
- using a variety of teaching styles to ensure all learners are involved in the learning process
- differentiating the content of the lessons to meet individual needs
- Adapting resources and staffing to meet the needs of pupils
- Using learning aids – laptops, iPads, coloured overlays, Visual timetables, larger font, etc.
- Offering ‘take up time’ to allow pupils to process their thoughts
- Pre-teaching vocabulary and new texts This is not an exhaustive list, other strategies may be used if deemed appropriate to support a child to access his/her learning.

Additional Support for learning

As previously mentioned, we offer a range of additional support including small group and 1:1 support where it is deemed that there is a need. Access to the BASE SEMH unit and advice from external professionals.

Assessing and reviewing a pupil's progress towards outcomes

We follow the graduated approach, working through the cycle of ASSESS, PLAN, DO, REVIEW. Class teachers will work with the SENCO to carry out a clear analysis of a child's needs.

This may draw on the information gained from:

- The teacher's assessments
- The teacher's observations and experiences of the child
- The child's previous progress and attainment
- Other teacher's assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experiences of parents •

The pupil's own views

- Advice from external support services, if applicable Assessments of progress towards outcomes will be regularly reviewed.

All teachers and support staff who work with the child will be made aware of:

- The child's needs
- The outcomes the child is working towards
- The proposed support and provision in place
- Any further strategies or approaches which are required. We will regularly review the effectiveness of the support and interventions and the impact on the pupil's progress.

Working with outside agencies

We work with other professional agencies to offer support for learning:

- The school works in close partnership with Leeds Children's Services
- Educational Psychology
- Special Educational Needs Inclusion Team (SENIT)
- Physiotherapists
- Occupational Therapists
- Speech and Language Therapists – both NHS and through trade services bought in by school.
- School Nurses • Hearing Impaired Team (DAHIT)
- Visual Impaired Team

STARS

We also draw parents' attention to available support outside school (e.g. SEND IASS, formerly Parent Partnership).

Expertise and training of staff

We have a commitment to staff development. Training is offered as part of an on-going professional development programme. Where staff may need specific training to support a pupil, support is sought from the appropriate agency, for example, STARS for pupils with Autism, Community nursing team for pupils with medical needs, etc. Training is needs led and we also provide regular in house training sessions delivered by the SENCO.

Resources and equipment

- Provision for children with identified difficulties is planned for on an individual and needs related basis.
- Provision for children with EHC Plans is organised and resourced in line with advice given in the EHC Plan.
- It is the responsibility of the SENCo to ensure that statutory provision is maintained and ongoing support is given to the class teacher in evaluating the effectiveness of such provision.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for our SEND pupils by:

- Reviewing pupil's individual progress towards their goals each term
- Reviewing the impact of interventions. When the review takes place will depend on the duration and frequency of the intervention but reviews may often be carried out half termly.
- Carrying out monitoring and moderation of work
 - Observation of teaching – differentiation and use of teaching support staff
- Holding FFI reviews for pupils who receive top up funding through Funding For Inclusion
- Holding annual reviews for pupils with EHC plans.
 - Holding teacher SEN meetings to review progress.

Enabling pupils with SEND to engage in activities available to those pupils in school who do not have SEND

All pupils are actively encouraged to participate in all school events, including events such as sports day, class assemblies, special workshops, day trips, residential trips, etc.

Reasonable adjustments will be made to ensure pupils with SEND are able to participate these adjustments will be discussed with the parent/carer. No pupil is ever excluded from taking part in events because of their SEND. The Health and Safety of all pupils will always be considered when planning events.

Support for improving emotional and social development

We provide a range of support for pupils to improve their emotional and social development, including:

- Encouraging pupils with SEND to be involved with the school council, playground buddying, class jobs, etc.
- Pupils with SEND are also supported through intervention offered by our learning mentor and SEMH Leader.

Consulting and involving parents and pupils

We have early discussions with pupils and their parents when identifying if there is an SEND need.

During discussions we aim to:

- Ensure everyone develops a good understanding of the pupil's areas of strength and development
- take into account the parent's concerns SEND Policy and Information Report 2019-20
- Ensure that everyone understands the agreed outcomes sought for the pupil
- Ensure everyone is clear on what the next steps are Notes of discussions will be added to the child's records. If it is deemed appropriate for a child to receive SEND support/be added to the SEND register, parents will be formally notified and follow up meetings may be held to clarify the provision offered.
 - As well as formal reviews parents will be offered an appointment system with the SENDCO and access to informal parent support groups. This is in addition to parents meetings twice a year.

Complaints about SEND Provision

Complaints about SEND provision should be made to the school SENCO in the first instance. The Headteacher will be informed of any complaint. The school complaints policy will be followed and any complainants will be referred to this policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their child/children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Name of school contact If any parents/carers have concerns relating to SEND and provision, Mrs S Barnes (SENCO) is the first point of contact.

The Local Authority Local Offer

This is available in school as a paper document as well as on our school website.

Approved – 17th May 2021

To be reviewed – Summer 2022