

# **Bledlow Ridge School**

## **Special Educational Needs and Disabilities Policy**

Date of last review: February 2020

Date of next review: February 2022

At Bledlow Ridge we believe that every child has the right to equal access to quality education, regardless of gender, background, physical or emotional need or ability. We believe that every teacher is a teacher of all children, including those with Special Educational Needs and / or Disabilities (SEND), and we expect children with SEND to make the best possible progress and feel that they are valued members of the wider school community.

### **Aims**

We at Bledlow Ridge School believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Bledlow Ridge School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

- to identify and provide for children who have special and/or additional needs/disabilities.
- to operate a 'whole pupil, whole school approach' to the management and provision of support for special educational needs.
- to provide a Special Educational Needs Co-ordinator (SENCo), currently Mrs Sophie Earnshaw, who will work with the policy for Special Educational Needs and Disabilities.
- to ensure a clear process for identifying, assessing, planning and reviewing provision for children with SEND, considering parents/carers views and those of the child as an essential part of this process.
- to develop effective whole school provision management of targeted support for pupils with SEND.
- to provide support and advice for staff working with pupils with SEND.
- to put in place programmes of work (for classes, groups or individuals) that enable all children to make progress.
- to operate a system of record keeping and regular monitoring and analyse each child's progress.

### **Roles and Responsibilities**

The governing body in co-operation with the Headteacher has a legal responsibility for determining the policy and provision for pupils with special educational needs in line with the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014) and the Special Educational Needs and Disability Regulations 2014.

In addition to this, the Governing Body ensures that:

- appropriate provision is made for any pupil with SEND.
- all staff are aware of the need to identify and provide for pupils with SEND.
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- parents are notified if the school decides to make SEND provision for their child.
- governors set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND.
- governors are fully informed about SEND issues, so that they can play a major part in school self-review.

- the school website contains an up-to-date SEND statement, which gives information about the implementation of the school's policy for pupils with special educational needs or disabilities.
- governors are involved in the development and monitoring of the school's SEND policy, and the school as a whole is involved in its development.
- the quality of SEND provision is regularly monitored.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND.
- keeping the governing body informed about SEND issues.
- working closely with the special educational needs co-ordinator (SENCo).
- the deployment of any special educational needs' personnel within the school.

He also has overall responsibility for monitoring and reporting to the governors on the implementation of the school's SEND policy and the effects of inclusion policies on the school as whole.

The **Special Educational Needs Co-ordinator (SENCo)** is responsible for carrying out, or arranging for the carrying out, of the following tasks:

- in relation to each of the registered pupils who have special educational needs or disability:
  - co-ordinating the provision for pupils with SEND
  - monitoring, with the classteacher and leadership team, the effectiveness of any special educational provision made, ensuring that an agreed, consistent approach is adopted
  - securing relevant services for the pupil where necessary
  - ensuring that school keeps the records of the pupil's special educational needs up to date
  - liaising with parents of pupils with SEND
  - liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
  - ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's special educational needs and the special educational provision made is conveyed to the appropriate authority
  - promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities
- selecting, supervising and training teaching assistants who work with pupils with SEND
- advising teachers at the school about differentiated teaching methods and resources appropriate for individual pupils with SEND
- contributing to in-service training for teachers at the school to assist them to carry out their duties in relation to SEND pupils i.e. in identifying them, devising strategies, Provision Maps, setting targets appropriate to the needs of the pupils, and using appropriate resources and materials
- preparing and reviewing the information required to be published by the Governing Body on its website, concerning SEND arrangements within the school and liaising with the SEND governor
- together with the headteacher, manage the SEND budget

**Class Teachers** are responsible for:

- including pupils with SEND in the class, and for providing an appropriately differentiated curriculum. Class Teachers are responsible and accountable for the progress of their pupils
- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND

- drawing on the SENCo for advice on assessment and strategies to support inclusion
- giving feedback to parents of pupils with SEND

**Teaching Assistants (TAs)** work as part of a team with the SENCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the class. They play an important role in implementing One Page Profiles and monitoring progress. Where pupils have an Education, Health and Care Plan (EDC) they may contribute to annual review meetings, and they help all pupils with SEND to gain access to a broad and balanced curriculum.

TAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies

### **Admission Arrangements**

Bledlow Ridge School strives to be a fully inclusive school. All pupils are welcome, including those with SEND, in accordance with the Local Authority (LA) admissions policy. If a parent wishes to have mainstream provision for a child with an Education, Health and Care Plan, the LA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

### **Identification, Assessment and Provision**

The SEND Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

All pupils' skills and levels of attainment are assessed on entry, building on information from previous nursery settings or other schools as appropriate. Any evidence that a pupil may have a disability under the Equality Act 2010 is considered and, if so, what reasonable adjustments may need to be made for them.

Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can 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 in order to make a successful transition to secondary school and beyond into adult life.

The first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected, the class teacher, working with the SENCo, should assess whether the child has SEND. While informally gathering evidence (including the views of the pupil and their parents) extra

teaching or other rigorous interventions designed to secure better progress, are put in place where required. The pupil's response to such support can help identify their particular needs.

For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop.

Persistently disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach may be appropriate. Other events can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but it can have an impact on well-being and sometimes this can be severe.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. All aspects of a child or young person's performance in different areas of learning and development are looked at carefully to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.

The following four broad areas give an overview of the range of needs that are planned for. Individual children often have needs that cut across all these areas and their needs may change over time. For example, speech, language and communication needs can also be a feature of a number of other areas of SEND, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need ensures that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual is based on as full an understanding of their particular strengths and needs as possible. The school seeks to address them all, using well-evidenced interventions targeted at their areas of difficulty.

### **Broad Areas of Need**

#### **Communication and Interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can affect how they relate to others.

## **Cognition and Learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## **Social, Emotional and Mental Health Difficulties**

Children may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

## **Sensory and/or Physical Needs**

Some children require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **SEND Support within the School**

### **A Graduated Response to SEND Support**

At Bledlow Ridge class teachers are responsible and accountable for the progress of all children in their class. We provide three levels of support:

Wave 1 - high quality teaching which is skilfully differentiated by the class teacher to support individual needs is the best first approach for all children.

Wave 2 - there are times when despite this, some pupils do not make good progress towards their desired level of outcome. At this point, the classteacher, with input from the pupil and if appropriate, their parents/carers, will review the possible barriers preventing progress. Once these have been identified, appropriate short-term interventions will begin. At this stage the pupil may be added to the SEND register under the category of SEND support.

Wave 3 - if a pupil is still not making expected progress despite high quality teaching and wave 2 support, something different needs to be done. The class teacher, with input from the SENCo, will review all the information gathered and discuss the next steps with parents/carers. The four-stage process of assess, plan, do, review (see below) will be used. At this stage the pupil will already be recorded on the SEND register under the category of SEND support.

### **1. Assess**

In identifying a child as needing SEND support, the classteacher, working with the SENCo, carries out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, the pupil's previous progress and attainment, attainment, and behaviour. It also draws on the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. The school takes seriously any concerns raised by a parent. These are recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment is reviewed regularly. This helps ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture is developed of the interventions put in place and their effect. In some cases, outside professionals from health or social services may already be involved with the child. These professionals liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCo may contact them if the parents agree.

### **2. Plan**

Where it is decided to provide a pupil with SEND support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The interventions and support to be put in place are agreed with the pupil and their parents, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

### **3. Do**

The classteacher remains responsible for working with the child on a daily basis. Even where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching. The SENCo can support the class teacher in the further assessment of the child's particular strengths and weaknesses, and in advising on the effective implementation of support.

### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date. The impact and quality of the support and interventions are evaluated, along with the views of the pupil and their parents. The class teacher revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil continues to make less than expected progress, despite support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, where appropriate and available. Specialists may be involved at any point to advise the school on early identification of SEND and

effective support and interventions. The pupil's parents will always be involved in any decision to involve specialists.

The school works closely with the local authority (LA) and other providers to agree the range of local services and clear arrangements for making appropriate requests. Such specialist services include, but are not limited to:

- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including Speech and Language Therapists, Occupational Therapists and Physiotherapists)

At Bledlow Ridge School:

- All teaching staff are trained to teach pupils with SEND and additional training for teachers and TAs is made available when possible and necessary. Pupils are grouped in classes according to age and/or ability. As there is a wide range of ability in each class, all teachers provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.
- Differentiated resources are used to ensure access to the curriculum.
- Staff are kept well informed about the strategies needed to manage pupils' needs effectively, and they try to ensure that other pupils understand and respond with sensitivity.
- SEND pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work with a TA in order to acquire, reinforce or extend skills more effectively.

For some pupils, withdrawal sessions may be used to improve motor skills or application, or to give support in a particular area e.g. spelling. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Pupil support aims to encourage as much independence as possible within a safe and caring environment.

### **Requesting an Education, Health and Care Needs Assessment**

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, and the appropriate criteria is met, the school or parents may consider requesting an Education, Health and Care needs assessment. To inform its decision the LA will expect to see evidence of the action taken by the school as part of SEND support.

### **Use of Data and Record Keeping**

The school keeps up-to-date records of pupil progress and in addition to this; details of additional or different provision made under SEND support are recorded. This includes accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact.

Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of provision maps helps the

SENCo to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

Provision management can be used strategically to develop special educational provision to match the assessed needs of pupils across the school, and to evaluate the impact of that provision on pupil progress. Used in this way provision management also contributes to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help the school to develop the use of interventions that are effective and to remove those that are less so.

### **The voice of the child**

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years. At Bledlow Ridge School, we encourage pupils to participate in their learning by contributing to reviews and targets (formally or informally) and talking to TAs and teachers about their learning;

### **Partnership with Parents / Carers**

The staff at Bledlow Ridge School will continue to forge home/school links and encourage parents to be partners in the education process. Parents receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated.

Parent consultation meetings are held with classteachers twice a year, and with the SENCo once a year but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENCo. We are happy to arrange, wherever possible, for interpreters to be present for parents with a first language other than English. SEND information and leaflets/audio guides are available in a number of community languages through the school or Buckinghamshire Parent Partnership Service.

Buckinghamshire Parent Partnership Service provides a range of support for parents of pupils with SEND, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. Buckinghamshire Parent Partnership arranges meetings and produces leaflets and Audio guides about many aspects of SEND. They can be contacted on 01296 383754.

### **Transfer and links with other schools**

- SEND support includes planning and preparation for the transition between phases of education. To support transition, the school shares information and sometimes resources, with the school the child is moving to.
- There are opportunities for all pupils to visit their prospective Secondary School.
- Pupils with SEND are where possible, given additional visits, if required, so that they will become more confident in the new situation.
- For pupils with an Education, Health and Care Plan, this must be amended in the light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the LA with the schools concerned.
- Representatives from receiving school visit our school to meet parents and pupils before transfer.



- There are close links between our school and the pre-schools and there is contact to discuss pupils with SEND when they are about to start school.

### **Transfer within the school**

Teachers liaise closely when pupils transfer to another class within the school and meetings are arranged between the staff involved in monitoring the pupil's progress to share pupil records.

### **The school's key contacts**

Mr A Haywood	Headteacher
Mrs S Earnshaw	SENCo

**The contacts for compliments, concerns or complaints from parents of pupils with SEND are:**

Hugh Gage and Dirmuid Jennings (co-Chairs of Governing Body)

Victoria White (SEN Governor)

Email: [office@bledlowridge.bucks.sch.uk](mailto:office@bledlowridge.bucks.sch.uk)