



## Special Education Needs and Disability (SEND) Policy

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## Section 1: Introduction

### Purpose of SEND policy

- The purpose of this policy is to describe the aims, principles and procedures which relate to the identification of children with special educational needs, the provision made to support them and methods of monitoring progress.
- This policy complies with the statutory requirements set out in the SEND Code of Practice 0-25 July 2014 and has been written with reference to the following documents:
  - SEND Code of Practice 0-25 (July 2014)
  - Equality Act 2010: advice for schools DfE
  - Schools SEND Information Report regulations
  - Statutory Guidance on Supporting Children at School with Medical Conditions (available from the school office)

- Accessibility Plan (on school website)
- Inclusion Policy (on school website)
- Single Equality Policy(on school website)
- Learning Policy (on school website)
- This policy was created by the Inclusion Leader/SENDCo in liaison with the Senior Leadership Team and SEND governors.

### **Name and contact details of Inclusion Leader/Special Educational Needs and Disability Co-ordinator (SENDCo)**

- Name: Theresa Alford and Katie Towner
- Contact details: 01403 782789, [send@billingshurstprimary.org.uk](mailto:send@billingshurstprimary.org.uk)
- Both Theresa Alford and Katie Towner hold the National Award for Special Educational Needs and Disabilities and are members of the Senior Leadership Team (SLT).
- Parents are welcome to contact the SEND department if they have concerns about their children.

### **Billingshurst Primary Academy (BPA) understanding of SEND**

- When deciding whether a child has SEND we refer to the definition in the SEND Code of Practice 2014:
  - xiii. A child or young person has SEND 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 he or she:
    - has a significantly greater difficulty in learning than the majority of others of the same age, or
    - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age 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 by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
  - xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children who have SEND may also have a disability under the Equality Act 2010, defined as ‘a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

- At BPA we are committed to ensuring that every child is happy in school, loves learning and makes the very best progress they possibly can. We have high aspirations for children with SEND and disability and we recognise and celebrate their strengths as well as identifying areas in which they require support. We place high emphasis on learning basic skills but also on learning to be creative, resilient, independent and adaptable and we encourage children’s interests and talents. We place emphasis on children’s social and emotional well-being.
- We are an inclusive school: we welcome and celebrate diversity and we have a fully inclusive approach to all opportunities and experiences for children with SEND.
- We understand that every teacher is a teacher of children with SEND. We are committed to providing high quality classroom teaching for all children including those with SEND and disabilities.

- We are committed to working with parents to achieve the very best outcomes for children with SEND, both academically and socially.
- We understand the importance of taking account of the 'pupil's voice' in planning learning experiences for children with SEND.

## Section 2: Aims and objectives of this policy

### Aims

- To raise the aspirations, progress and attainment of all children with SEND, and ensure their well-being. We focus on outcomes for children rather than just the amount or type of support provided for them.

### Objectives

- To work within the guidance provided in the SEND Code of Practice 2014
- To identify, assess and provide for children with special educational needs using a graduated approach.
- To provide high quality inclusive classroom teaching (also referred to as Quality First or Wave One teaching) available to all children including those with SEND.
- To provide additional support or intervention programmes that meet children's identified needs and to monitor and review progress and success.
- To provide training, support and advice for all staff working with children with SEND.
- To enable children to be involved in planning and reviewing their learning experiences and become independent communicators and learners.
- To work in partnership with parents, taking into account their views in planning support and reviewing their child's needs and progress.
- To work in partnership with outside agencies to identify the needs and support the progress of children with SEND.
- To work with governors to enable them to fulfil their statutory duties with relation to SEND.

## Section 3: Identifying special educational needs

- The SEND Code of Practice describes 4 broad areas of special educational need. The purpose of identification of a child's SEND is to plan the action the school needs to take rather than assigning the child to a category. We consider the needs of the whole child and not just their SEND. We currently have children with the following types of SEND:
  - **Communication and interaction** including speech, language and communication needs (SLCN) and Autistic Spectrum Condition (ASC)
  - **Cognition and learning** including learning difficulties and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia
  - **Social, emotional and mental health difficulties** including Attention Deficit Hyperactivity Disorder (ADHD)
  - **Sensory and/or physical needs** including physical disability, and visual or hearing impairment
- Approximately 18.8% of children at our school are currently identified as having special educational needs.

## Section 4: Our graduated approach to identifying and providing for children with SEND

### Providing for children with SEND

- We provide a broad and balanced curriculum in all year groups and for all children. We adapt our curriculum for children with SEND by:

- setting suitable learning challenges
- responding to children’s diverse learning needs
- overcoming potential barriers to learning for individuals and groups of children
- We have high expectations for children with SEND in academic progress, in the social and emotional aspects of learning and in their full participation in the wider life of the school and support them to meet these expectations. Our Learning Policy promotes high quality teaching for all children including those with SEND. We use a range of teaching strategies and resources to meet the needs of children with SEND, both within the classroom as Quality First Wave One teaching and where additional support is provided. We aim to adapt teaching to meet the needs of children with SEND such as dyslexia, dyspraxia, ADHD and Autistic Spectrum Condition. (Please see Appendix 1 for SEND Policy Statement regarding dyslexia.)

### **Our graduated approach to identification and assessment**

- We use a ‘graduated approach’ to identifying and assessing a child’s SEND. We intervene quickly to adapt classroom teaching or provide extra support where required whilst gathering assessment evidence. Our graduated approach identifies three levels of need: Wave One, Wave Two and Wave Three. Children at Wave Two or Three are those identified as having special educational needs. Children at each level are provided with a different ‘wave’ of support or intervention.

### **Wave One Provision**

- For children whose progress is less than expected, class teachers monitor progress and adapt teaching to meet individual needs. Wave One also includes making reasonable adjustments for children with disabilities, for example, providing a writing slope for a child with motor skills difficulties. A child is considered to be making less than expected progress if, taking into account their age and individual circumstances, 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
- Parents sometimes raise concerns about their child’s progress. We take parents’ concerns seriously and consider their views and any reports they might provide as an important part of identifying whether a child has SEND and the nature of their SEND.
- Quality First Wave One teaching may be sufficient to ensure the child makes expected progress.

### **Wave Two Provision**

- Some children may be identified as having additional needs which means they require short-term extra support in order to boost progress. These interventions are called Wave Two and are additional to whole class Wave One teaching. Wave Two interventions may include higher levels of in class support and additional specialist resources to support learning.

### **Wave Three Provision**

- Where progress continues to be less than expected the class teacher and SENDCo consider whether the child has SEND. We use a range of assessments including progress data, observations, screeners, standardised tests, assessment of the child’s response to extra support and the views of both parents or carers and the child.
- Children identified as having special educational needs are provided with intervention at Wave Two or more personalised support referred to as Wave Three, in addition to whole class Wave One teaching. Wave Three support might include support from a teaching assistant with additional training.

- Where progress continues to be less than expected despite Quality First Wave One teaching and additional provision at SEND Support, the school in consultation with parents, may seek advice from an outside agency such as the Educational Psychologist, Learning and Behaviour Advisory Teacher Team (LBAT), Social Communication Team, Speech and Language Therapy service, Occupational Therapy, Physiotherapy or School Nursing service (including access to the Child and Adolescent Mental Health Service [CAMHS] and the Child Development Centre).
- We provide support for children with social, emotional and mental health needs through Life Skills lessons, the Kapow scheme of learning, or through additional Learning Support Assistant (LSA) or Emotional Literacy Support Assistant (ELSA) support. We are able to offer blocks of sessions with our play therapist for a small number of children. A behaviour difficulty is not classified as a special educational need under the Code of Practice 2014. Where a child is experiencing behavioural difficulties, we work with the child and family to try to identify causal factors such as learning or communication difficulties, mental health issues or contributory family circumstances, and possible solutions. For longer term difficulties and in consultation with the parent we may refer to the LBAT or to an agency offering support to the family at home. For children with complex emotional or mental health difficulties we may also signpost parents to the school nurse or their GP.
- Parents are informed if we decide to add their child to the SEND Register.

### **Education, Health and Care Plans (EHCP)**

- If a child continues to fail to make progress over time, despite high quality SEND Support and advice from outside agencies, the school, in consultation with parents, will apply for the child to be assessed for an EHCP. We apply for this assessment if:
  - The child is Looked After and therefore may have additional vulnerability.
  - The child's attainment levels meet the Local Authority thresholds for statutory assessment.
  - The child's attainment does not meet the Local Authority thresholds for statutory assessment but he or she has additional complex needs.
- Children with a EHCP are provided with targeted, personalised support, planned to meet individual needs and focusing on the best possible academic, personal and social outcomes for the child. We may plan 1-1 adult support in order to foster both the child's well-being and the development of independent learning behaviours and skills.

### **Inclusion for children with disabilities**

- The school is committed to a fully inclusive approach to all learning, opportunities and experiences for children with disabilities.
- Reasonable adjustments are made to facilitate inclusion within the classroom, in the wider life of the school and on trips and visits. This ensures that children with disabilities are not treated less favourably than other children.
- Risk assessments are carried out where appropriate and where safety is of concern. Parents are consulted.
- The school building is fully accessible with full wheelchair accessibility and a disabled toilet. Please refer to the Accessibility Plan and the school's Local Offer (on school website). We have a Single Equality Duty in place.

## **Section 5. Systems for monitoring children with SEND**

- Class teachers are responsible for the progress and development of children in their class including where children access support from teaching assistants.
- The progress of all children including those with SEND is monitored by class teachers, the SENDCos and the SLT every half term through ongoing discussion and pupil progress meetings.

- The SENDCos identify changes required to provision for children with SEND according to progress made. This process is called the 'Assess Plan Do Review' cycle.
- Children on the SEND Register will have either an Individual Learning Plan (ILP) or Individual Support Plan (ISP), depending on their level of need, which records their individual learning targets. The class teacher shares information about the child's progress towards these and other areas of school life with Parents' Evenings which are held twice a year. A copy of the ILP or ISP will be shared with parents either during the meeting or shortly afterwards. Parents and the child are invited to contribute their views in preparation for the meeting through a questionnaire. Parents of children with an EHCP or an Educational Health Care Needs Assessment in place are invited to request an additional meeting with the SENDCo for their year group, if they would like one.
- Annual Reviews are held for children with an EHCP.
- If a child makes expected progress their name is removed from the SEND Support list and the class teacher continues to monitor progress to ensure this is maintained. Parents are informed.
- The SEND governor meets termly with the SENDCo to discuss SEND policy, practice, provision and progress.

## Section 6: Supporting Children and Families

- Further information regarding support for children and families is contained in the West Sussex Local Offer available at [www.westsussex.local-offer.org](http://www.westsussex.local-offer.org).
  - The school's Local Offer and SEND Information Report are available at <http://www.billingshurstpri.w-sussex.sch.uk/learning/love-learning.html>
  - Information on admissions is available on the school website on the 'Joining Us' page.
  - Arrangements to enable children with SEND to access National Curriculum tests are made in line with Department for Education guidance available at <https://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements>
- The Headteacher, Assistant Headteacher (KS2), SENDCo and Year 6 class teachers are responsible for planning access arrangements.
- Our transition arrangements include the following:
    - Visits to pre-schools by staff including the SENDCo, where appropriate
    - Transition meetings for children with SEND joining Reception
    - Additional visits to Reception for children with SEND as required
    - 'Joining us' page on the school website
    - Visits to new classes by all children in summer term. Additional visits arranged for individual children where appropriate.
    - Transition meeting between current and receiving class teacher including communication of information relating to children with SEND
    - Year 6 teachers and SENDCo liaise with secondary school SENDCos
    - Programme of additional visits to The Weald School arranged for individuals and groups
    - Records from previous schools and information from parents used in planning teaching and support
    - Transition books made for individual children as required
    - Transition PowerPoints created for all children and shared ahead of the summer holiday for parents to use at home

## Section 7: Supporting Pupils at School with Medical Conditions

- The school recognises that children at school with medical conditions may need to be supported so that they have full access to the curriculum and wider life of the school, including trips and residential visits.

- Some children with medical conditions may be disabled and in this case the school complies with its duties under the Equality Act 2010.
- Children with a medical condition requiring support in school will have an Individual Healthcare Plan (IHP) written by the SENDCo in consultation with parents.
- The school's policy for supporting children with medical conditions is available from the school office.

## **Section 8: Monitoring and Evaluation of SEND**

- The quality of provision for children with SEND is monitored through the school's annual programme of monitoring and Evaluation.

## **Section 9: Training and Resources**

- The school plans a programme of Continuing Professional Development (CPD), including supporting children with SEND, for all teaching staff. This includes in-house training, as well as that provided by outside agencies.
- Additional training for staff is arranged to meet the identified needs of individuals or groups of children.
- Staff are trained in the principles of the SEND Code of Practice, the procedures for assessing and identifying children's needs, and for monitoring and reviewing their progress.
- The school is able to access advice and training from the Local authority (e.g. the Educational Psychologist, LBAT, Social Communication Team, Sensory Support Service), the Speech and Language Therapy service, the School Nursing service and SALTpost.
- Newly appointed teaching staff meet the SENDCo to discuss key aspects of SEND practice and provision.
- The SENDCo attends the Weald Locality SENDCo network (SEND Hub) meetings and Sussex Learning Trust Network Partnership meetings each term and attends local authority SENDCo briefings.
- Resources to support children with SEND are identified to meet the needs of individual or groups of children. Allocation of teaching assistant support is reviewed each half term by the SENDCo.

## **Section 10: Roles and Responsibilities**

- The SENDCos lead a team of learning support assistants (LSA) providing additional support to children with EHC plans.
- Sue Samson and Richard Runalls are governors with responsibility for specific oversight of the school's arrangements for SEND.
- The SENDCos manage provision for children with medical needs.

## **Section 11. Bullying**

Please see our Anti-Bullying Policy for the measures we take to prevent bullying of children with SEND, promote positive behaviour, deal with any incidents of bullying should these occur and provide support and reassurance to children where needed (Anti-Bullying Policy available on school website).

## **Section 12: Storing and Managing Information**

- Children's progress is tracked on Target Tracker.
- Children's personal details are stored on BROMCOM.
- Information relating to children with SEND is kept in line with the school's Data Protection Policy available from the school office.



- Any safeguarding or behaviour incidents are recorded through the school's CPOMS system.

### **Section 13: Complaints**

- Complaints are heard through the school's complaints procedure.

### **Section 14: Review of SEND Policy**

- This policy will be reviewed annually to take account of any revised legislation or guidance and the on-going development of practice in school related to the SEND Code of Practice 2014.

Change log				
Date	Version	Comment	Ratified by	Reviewer
04/12/2024	2.0	Significant update to reflect changes in SEND provision over the last 12 months.	LGB	K Towner/T Alford