

**Belfield Community School**

**Special Educational Needs Policy**

October 2018

Review Date October 2019

**Overview**

This policy was developed with regard to the SEN&D Code of Practice 2014. The policy is shared with all staff and is available to all stakeholders who request a copy including parents and young people.

**Names of key professionals:**

Name of Inclusion Manager – Miss Ruth Kelsey

Name of linked Governor – Mrs R El’Weshahi

**School Ethos with regards to Special Educational Needs**

At Belfield all children are a unique part of our school community and are [treated](http://www.thelifecloud.net/schools/BelfieldCommunitySchool/spaces/Parents-SEND) equally and fairly. We strive to create the best possible learning opportunities for all our children, so that they can achieve higher than many thought possible.

We support those children who struggle with learning & behaviour and also those for who learning comes easily. We challenge all our children to be the best they can.

We are realistic and understand that some children may need extra support to reach these high aspirations.

At Belfield every teacher is a teacher of every child including those with SEN and as such each teacher is accountable for the progress and attainment of every child in their class including those who receive specialist support outside of the classroom.

At Belfield Community School we aim to ensure all children regardless of need or ability reach their fullest potential.

**Objectives:**

1. To identify and provide for pupils who have special educational needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs.
4. To provide an Inclusion Manager who will work with the SEN Inclusion Policy.
5. To provide support and advice for all staff working with pupils with special educational needs.

**What is Special Educational Needs?**

**6.15 – A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole class provision tend to be more cost effective and sustainable.**

***Special educational needs and disability code of practice 2014***

The SEND Code of Practice 2014 outlines four broad areas of need, these being:

* Communication and Interaction
* Cognition and Learning
* Social, Emotional and Mental Health Difficulties
* Sensory and/or Physical Needs.

At Belfield Community School staff are aware of the fact that pupil’s needs may span one of more of these needs. The purpose of identification of needs is to work out what action we need to take as a school and not to fit a child into a category. It is acknowledged that a pupil’s needs may change over time.

The following are not SEN but may impact on progress and attainment:

* Disability
* Attendance and Punctuality
* Health and Welfare
* EAL
* Being in receipt of pupil premium grant
* Being a Looked After Child
* Being and child of a service man or woman

Behaviour is no longer classified as SEN.

The above form other vulnerable groups in school and may also require additional support.

More detailed information about these needs can be found in the SEN Code of Practice 2014 6.28

**Identifying Special Educational Needs**

At Belfield Community School we believe in early identification. Prior to starting Nursery or Reception staff carry out **home visits** with all families as part of Rochdale LA **Early Help Strategy**. The questions asked should highlight any possible SEN or other underlying concerns. Parents are asked to provide information about early development and any other services that may be involved with the family.

If a SEN is identified by another service or setting a transition meeting will be held gaining as much information as possible to ensure the best possible support is provided on entry to school.

**A Graduated Approach to SEN Support.**

**6.37 – High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.**

***Special educational needs and disability code of practice 2014***

The first step in responding to pupils who may have SEN is **high quality teaching**. At Belfield Community School, every teacher is a teacher of SEN and as such is expected to provide **differentiated** activities to meet the needs of all pupils in their class. All teachers are responsible and accountable for the progress and development of pupils in their class including those who are supported by teaching assistants, specialist teachers or outside professionals.

**Pupil progress meetings** are carried out each half term and as part of these meetings children whose progress or attainment is causing concern should be highlighted. If progress or attainment is a concern then the first action is **selecting appropriate intervention** with the team leader and/or the Inclusion Manager. Targets should be time limited and specifically related to the area of need.

All interventions should be recorded on the school **Provision Map** or **Individual Education Plan**

Interventions should be reviewed at least once per half term to ensure pupils are receiving the most appropriate support. If there has been no progress then an **Initial Concern** sheet is completed and passed to the Inclusion Manager outlining what steps have already been taken and what impact has been seen.

A pupil may be placed on the SEN register if they have an identified condition or learning difficulty which impacts on their ability to access a differentiated curriculum or requires support from specialist staff in school or from an external agency.

A pupil may be placed on the SEN register for progress if, despite **high quality teaching** and **appropriate intervention**:

* Progress is significantly slower than that of their peers starting from the same baseline.
* Progress fails to match or better the child’s previous rate of progress.
* Progress fails to close the attainment gap between the child and their peers.
* A lack of progress widens the attainment gap.

If there is a significant lack of progress or an increase in concerns advice may be sought from external professionals. These may include:

* Educational Psychology Service
* Rochdale Additional Needs Service
* Speech and Language
* CAMHS
* Community Paediatrics Service.

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the pupil will be added to the **SEN register** by the Inclusion Manager. The code **K** will be used on SIMs to identify that SEN support is being provided. The aim of formally identifying a pupil with SEN 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 on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows.

**Assess**

Class teachers will use teacher assessment and/or formal assessments to identify the attainment of the child comparing results to national averages and expected rates of progress. Parent’s concerns and where appropriate the views of the child will be sought and noted. The assessments and recommendations of external professionals will also be taken into account.

**Plan**

Planning will involve consultation between the teacher, Inclusion Manager and where appropriate, parents to agree short term clear and concise targets linked to pupil progress. These targets will be recorded on the **Class Provision Map** or in some cases and **Individual Education Plan**. The targets should be time limited and a review date should be set.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought through the use of an **Inclusion Passport**.

**Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching.

**Review**

Reviews of a child’s progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. Targets should be evaluated and new targets set. Reviews may also take place during **pupil progress** meetings to determine future interventions and support. If an intervention strategy is deemed to be not working i.e. the child is not making progress then alternative provision should be considered.

If it is decided that school based provisions are not meeting the needs of the individual child then an **Education, Health and Care Plan (EHCP)** may be requested from the Local Authority.

**Managing the SEN Register**.

All children identified as requiring SEN Support will be tracked by the Inclusion Manager using teacher assessments from SIMs Data input.

All records relating to the individual child will be kept by the Inclusion Manager with the current class teacher holding records that are currently relevant in the class **Pupil Progress File**.

Each child on the SEN register will receive appropriate intervention and will be tracked through the provision map or through individual education plans. The class teacher will retain accountability for the progress of all pupils.

There are three levels of support for pupils with SEN:

**Wave One**: Whole class differentiation through **Quality First Teaching**.

**Wave Two**: **Small group** targeted support with teacher or teaching assistant.

**Wave Three**: **1:1** targeted support from teacher or teaching assistant.

Element 2 funding is used to support the individual needs of pupils including the appointment and training of teaching assistants as required, additional equipment and resources and where appropriate access to intervention from Numbers Count and Phonics Count teachers.

**Criteria for Exiting the SEN Register.**

If it is felt that pupils are making progress that brings their attainment in line with national expectations then they may be taken off the SEN register. All records will be retained by the Inclusion Manager and passed on to the next setting. The pupil will continue to be monitored through Pupil Progress meetings. If further support is required then they may be placed back on the SEN register.

The exception to this will be pupils with identified conditions such as Autistic Spectrum Disorder or ADHD who may need intermittent intervention to address social, emotional or behavioural needs on an as needed basis. Learning Mentors have the capacity to provide targeted support as and when needed.

**Supporting Pupils and Families.**

Class teachers are responsible for ensuring that pupils are able to access appropriate assessments to determine performance and progress.

The Inclusion has dedicated management time meaning that parents are able to access support when needed during school hours. A parents support group is available for all parents of children with SEN or medical conditions which is held on a termly basis.

Where appropriate pupil voice will be sought to build pupil profiles.

**Supporting Pupils at School with Medical Conditions.**

The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education. Some children with medical conditions may also be disabled. Where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have a Statement of Special Educational Needs or an Education and Health Care Plan which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice 2014 is followed.

All health care registers and plans are held by the Inclusion Manager and shared with the appropriate staff.

**Training and Resources.**

All staff are encouraged to undertake appropriate training to meet the needs of the pupils in their class. This is provided either in house or through organised training providers such as Real Trust. SEN training is provided to the whole school each term by either the Inclusion Manager or SMT. Each September one staff meeting is allocated to update all staff on the systems and structures relating to SEN.

The Inclusion Manager attends all Local Authority and IPLCN network meetings in order to keep up to date with local and national updates in the field of SEND.

**Roles and Responsibilities**.

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this area.

**The Head teacher is responsible for:**

* The management of all aspects of the schools work including provision for pupils with special educational needs.
* Keeping the governing body informed of SEN issues.
* The deployment of school based provisions including the allocation of element 1 and element 2 funding.

**The Inclusion Manager is responsible for:**

* Overseeing the day to day operation of the SEND Policy.
* Co-ordinating the provision for pupils with special educational needs.
* Liaising with and advising school staff.
* Assisting with the identification of pupils with special educational needs.
* Liaising with parents of pupils with SEND ensuring a family centred approach is adopted.
* Liaising with outside agencies providing a link between these agencies, class teachers and parents.
* Assisting in the monitoring and evaluation of pupils with SEND.
* Contributing to the CPD of all school based staff.
* Liaising with other SENCos and Inclusion leads in the local authority.

**Class Teachers are responsible for:**

* Providing Quality First Teaching for *all* pupils.
* Assessing pupil’s needs and planning appropriate adjustments, interventions and support to meet the needs of individuals or groups of children.
* Completing a Provision Map and reviewing this at least every half term.
* Reporting on the progress and attainment of all pupils.
* Retaining responsibility for all children.
* Making themselves aware of the schools SEN policy and procedures for identification, monitoring and supporting children with SEN.
* Directly liaising with parents of children with SEN.

**Teaching Assistants should:**

* Be fully aware of the schools SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN.
* Use the school’s procedure for giving feedback to class teachers about pupils’ progress.

**Storing and Managing Information.**

The Inclusion Manager is responsible for maintain all pupil files relating to SEN. These files are passed on to the child’s next setting when he or she leaves.

Electronic copies of files are kept on the school O Drive under SEN Records and can be accessed by all staff. Confidential records are stored on the Willow Drive accessed only by named members of staff.

**Complaints**

Complaints should be made in line with the schools complaints procedures.

**Linked Policies**

Accessibility Plan

Anti-Bullying Policy

Behaviour Policy

Equality Plan

Managing Medical Conditions in School Policy

Review

This policy will be reviewed on an annual basis or more regularly if required.