

# **BEN RHYDDING PRIMARY SCHOOL**

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

RATIFIED BY THE GOVERNING BODY	May 2016
REVIEW DATE	MAY 2017

## Our Vision Statement

**At Ben Rhydding Primary School everyone is valued and respected as a member of our learning community. Our Vision for our school is one of a happy, dynamic learning environment where all members of the school and its wider community have a sense of belonging and understand their responsibility to contribute to the enjoyment and success of the learning community that we all share.**

***“Disabled pupils and those with special educational needs learn as well as their peers. Their individual needs are carefully identified and appropriate support programmes implemented. One parent commented, “The school has been incredibly supportive of my child with special educational needs.” Most parents and carers who returned the inspection questionnaire say that their children make good progress whatever their individual needs. Inspection findings support these views.” (OFSTED Inspection Report, March, 2012)***

This policy is written with regard to the Children and Families Act 2014 and, Special Education Needs and Disability Code of Practice 0-25 (January 2015).

This policy will be reviewed annually by the SENCO, Head Teacher and SEN Governor.

### **Identification of Special Needs**

At Ben Rhydding, we follow the guidance from Bradford Metropolitan District Council’s Children’s Services for SEN. This is based on a graduated approach according to a child’s individual needs and works on the principle of the ‘Assess, Plan, Do, Review’ model of provision. We identify pupils as having special educational needs as follows:-

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

*(a) has a significantly greater difficulty in learning than the majority of others of the same age; or*

*(b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Section 20 Children and Families Act 2014)*

There are 4 main area of need:

- Cognition and Learning
- Communication and interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Development

In this policy we detail how we aim to make provision for all such children at Ben Rhydding.

### **Aims and Objectives**

- To work in partnership with children and their families at every stage of the SEND process;

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

### **How we support children with SEN**

We recognise that all pupils with special educational needs will have their own unique characteristics, strengths and difficulties and how we work in school to support children will differ accordingly. Every class teacher in our school is a teacher of children with special educational needs. Children's needs will be identified at one of the 'ranges' below:-

#### **Range 1:**

Class teacher's will be aware of children's needs and provide for them within normal differentiation in the classroom alongside other pupils. This is called 'quality first teaching'. Class teacher's will have identified strategies and activities or interventions that should help children to progress in their area of need. But for most of the time, children in this Range will be working towards the same objectives as the other children in the class.

#### **SEN support Ranges 2 and 3:**

Children with more significant needs that cannot be fully provided for by the class teacher alone are placed at range 2 or 3. Class teacher's will work with the SENCO (the school's special educational needs coordinator) to devise specific and targeted interventions, strategies and methods of support. Sometimes, relevant external advisers (eg Educational Psychologists, Speech Therapists or Bradford's Learning Difficulties Team) will be consulted, and will recommend strategies to support children at home and in school. Children at ranges 2 and 3 will still spend most of their time working within the class, on tasks at the appropriate level, under the direction of the class teacher. Their progress will be overseen by the class teacher and monitored by the senior leadership team in school.

#### **Statement/Education, Health and Care Plan Ranges 4 to 7:**

Children who are identified as having significant needs beyond range 3 will be placed at one of the ranges from 4 to 7. All children from range 4 upwards will have an Education, Health and Care Plan written in consultation with parents, school, relevant outside agencies and the local authority. This will specify the needs of the child and how the various agencies (education and, where relevant, health and social care) will work together to make the best and most effective provision for the child or young person. (Education, Health and Care Plans (EHCPs) will replace the current system of statements from September 2014. Children who currently have a statement of special educational need will have their statement converted to an Education, Health and Care plan during a three year transitional period beginning in September 2014.) Statements/EHCPs may or may not have additional

funding provided by the local authority to enable the school to make the necessary provision for the child.

It is sometimes necessary for children with a statement/EHCP to have additional adult support working with them for specific activities or lessons to help them to access the curriculum at their level. The aim of this type of support is to enable children to become as independent as possible in the longer term. Often, specialist interventions are needed early on in order to maximise later independence. The balance of priorities for children will be discussed at regular reviews. The SENCO, class teacher and support staff will work together to make the best provision for the child as specified in the statement/EHCP. Their progress will be reviewed regularly and support/interventions adjusted as necessary following an evaluation of progress. Each school year there will also be a formal Annual Review/EHCP meeting, at which the details of the Statement/EHCP will be reviewed and amended or updated as required. Parents and the child will be invited to attend this meeting and to contribute a written report.

### **Responsibility for the co-ordination of SEN provision**

#### **a) Special Educational Needs Coordinator (SENCO)**

The SENCO is responsible for co-ordinating the support and provision for all children with SEN in school and will liaise with any external agencies involved with children in the school. They are also responsible for the day to day implementation of the SEN Policy.

#### **b) Head Teacher and Governing Body**

The Head Teacher and the governing body are ultimately responsible for SEN policy and provision. The school has a SEN Governor who liaises with the SENCO as necessary and has an overview of special needs policy and practice across the school via the full governing body meetings and through the curriculum committee of the governors. Any changes to policies or legislation pertaining to SEN are agreed by the full Governing Body.

SENCO is: Dawn Morley (Acting)

SEN Governor is: Judith Smith

### **Curriculum**

At Ben Rhydding, we provide a stimulating, creative curriculum that ensures that all children are motivated, enthusiastic learners. Class teachers plan and differentiate work for all the children in their class according to their abilities, interests, aptitudes, strengths and areas for development. Our curriculum follows the National Curriculum and is based on a 'learning challenge' approach. This approach is designed to encourage all children to be independent thinkers and learners.

## **Allocation of resources**

The Head Teacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs/Education Health Care Plans.

Teaching assistants are allocated to classes to enable the class teacher to provide support for children with additional needs. It is the class teacher's responsibility to manage any support staff to enable all children to make good or better progress. This may be done in consultation with the SENCO and other senior members of staff. Additional resources may be bought by the school (e.g specialist ICT equipment) as recommended by outside agencies.

## **Training**

All members of staff have ongoing training in a range of Special Educational needs and disabilities. The school keeps a log of training attended by staff both in and out of school. The SENCO and the leadership team are responsible for auditing the training needs of staff and ensuring that staff are up to date and well trained.

## **Inclusion**

At Ben Rhydding, we strive to ensure that all children have access to a good quality education and that there are no barriers to any child's progress. A separate Inclusion Policy sets out the school's approach to inclusion.

## **Access**

Our building is mainly a flat site; however, there are lifts on internal flights of stairs and alternative routes around the building that allow full access for wheelchairs. Please refer to the School's Accessibility Plan for further information.

## **Monitoring and evaluation**

- The SENCO monitors the movement of children within the SEN system in school.
- The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The SENCO is involved in supporting teachers in drawing up the Class/School Provision Map and Individual Support Plans for children.
- The named governor with responsibility for special needs is kept informed of developments.
- The Governing Body reviews implementation of the policy regularly.