



SPECIAL EDUCATION NEEDS AND DISABILITY POLICY

Ben Rhydding Primary School

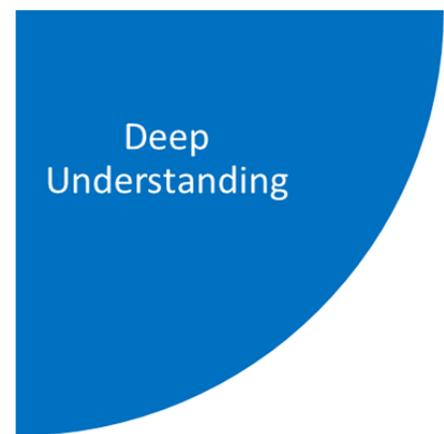
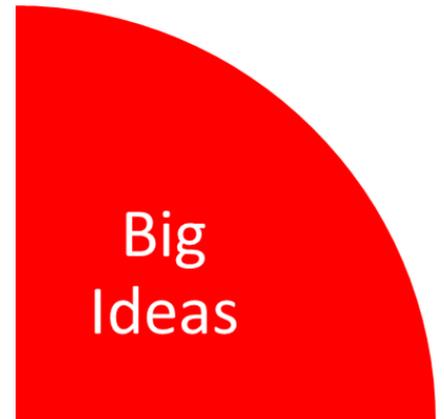
This policy is written with regard to the Children and Families Act 2014 and, Special Education Needs and Disability Code of Practice 0-25 (January 2015).

This policy will be reviewed annually by the SENDCO, Head Teacher and SEND Governor.

Review June 2022



The focus of the New Ofsted Framework 2019, puts teachers and leaders in a position as ‘designers’ of the curriculum. Ben Rhydding has developed its intent for the curriculum, by developing the ‘big ideas’ that are the key disciplinary ideas and principles we want pupils to develop on their journey through school and beyond. These are more than objectives; these are a unification of knowledge in context; knowledge that leads to skills. As part of this process, pupils are encouraged to develop their own key inquiry questions and are allowed room to contribute and enjoy the intrinsic value of the subject. This is encouraged through classroom talk, understanding subject specific vocabulary and drawing out connections and themes in each subject.



The term ‘mastery’ has been used to mean developing expertise to a deeper level for ALL pupils. We expand this to mean: pupils will experience a clear teaching sequence which allows them to review learning, view quality models of learning and develop a voice in learning through oracy. They will give, receive and use targeted feedback that promotes motivation and self-regulation. With variation of learning experiences including opportunities for peer teaching and independent problem solving, pupils at Ben Rhydding, thrive and ask for challenge, understanding this can take the form of group work, investigations, debate or problem solving. Interleaving of content and quizzes as formative assessment ensure learning is not just ‘experienced’ but ‘remembered’.



Pupils at Ben Rhydding will be encouraged to learn from and expect mistakes in their learning. Teachers both model good practice but also invite critique and challenge, communicating that all learners are part of an inclusive learning community; pupils know what to expect when they fail. They develop a growth mind-set through school based on an understanding of themselves as a learner. This understanding comes through feedback, through parents evening, classroom routines that promote independence and self-questioning. Furthermore we focus on the development of a child’s mental health, their ability to use strategies, seek support and find their own pathway through school, recognising at various times, support will be needed.



As part of the ‘expansive curriculum’ at Ben Rhydding, teachers communicate and share the ‘why’ of learning. Curriculum planning allows opportunity to Entry Points (experts, visits) and Exit Points (quizzes, exhibitions) and real life purposes for learning to develop motivation and immersion in the learning experience. Links with the local and national community are planned for across a range of subjects and on occasion through whole school initiatives. House Days, Open Classrooms and Projects with the local community help develop a purpose for their learning. Learning is shared regularly, across school and outside school and celebrated. Pupils can be seen using their skills and knowledge in other contexts.



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.

***“The achievement of pupils with special educational needs and/or disabilities (SEND) is good. Leaders ensure that these pupils receive the quality of teaching and support which meets their needs.”
(OFSTED Jul 2019)***

Identification of Special Needs

At Ben Rhydding, we follow the guidance from Bradford Metropolitan District Council’s Children’s Services for SEND. This is based on a graduated approach 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 SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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”*
(SEN and Disability Code of Practice: 0 to 25 years Guidance, January 2015)

There are 4 main area of need:

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

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 every child;
- To ensure that the special educational needs of children are identified, assessed and provided for; and that this provision is reviewed termly.
- 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 Special Educational Needs or Disabilities (SEND)

We recognise that all pupils with special educational needs will have strengths as well as emerging skills and that as such provision needs to adapt accordingly to the barriers faced by each individual. Every class teacher in our school is a teacher of children with special educational needs.

Quality First Teaching QFT:

Class teachers will be aware of children's needs and provide for them through differentiation and adjustments to teaching practice and learning environment. This is called 'Quality First Teaching' (QFT). Class teachers will have identified strategies, activities or resources that should help children to progress alongside their peers. These children will not be listed on the SEND register, but their progress will still be monitored by the SEND co-ordinator (SENDCO) and will be listed on a QFT/Monitoring register held, reviewed and updated by the SENDCO.

'SEN support' and 'SEND support +':¹

Children with more significant needs that cannot be fully provided for by the class teacher alone are placed on the SEND register and monitored closely by the SENDCO. Class teachers will work with the SENDCO to plan 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. These children will still spend almost all of their time working within the class, on tasks at the appropriate level, under the direction of the class teacher, but may also take part in intervention programmes designed to support their needs: these may involve short periods of time working 1:1 or in small groups with an adult. The impact of any interventions and the progress of each child will be overseen by the class teacher and monitored by the SENDCO and senior leadership team in school.

Children with an Education, Health and Care Plan (EHCP):¹

Children who are identified as having significant needs beyond '*Send Support*' and '*Send support +*' and who require a significant level of adult support may be eligible for an Education, Health and Care Plan. It is written in consultation with the child, parents, school staff, 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 agree the provision needed to enable the best educational outcome for the child or young person. EHCPs may or may not have additional funding attached, which would be provided by the local authority to enable the school to make the necessary adjustments in provision to support the child.

It is sometimes necessary for children with an 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 half-termly reviews, in which the impact of support and the child's progress will be evaluated and support/interventions adjusted as necessary. Each school year there will also be a formal Annual Review/EHCP meeting, at which the details of the EHCP will be

¹ Terms used by the Local Authority to categorize the level of need



reviewed and amended or updated as required. Parents and the child will be invited to attend this meeting and to contribute to a written report. Representatives from Bradford SEND team and any professionals involved with the child will also be invited to attend.

'The pupils with SEND are well supported by an individual learning programme, with clear targets for achievement and additional teaching from a teaching assistant. This support enables them to access the curriculum and achieve well alongside their peers.'

(OFSTED Jul 2019)

Responsibility for the co-ordination of SEND provision

a) Special Educational Needs and Disabilities Coordinator (SENDCO)

The SENDCO is responsible for co-ordinating the support and provision for all children with SEND 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 SEND Policy. The SENDCO also monitors the impact of support and tracks the progress of all children on the SEND register and the QFT register.

'The leadership of SEND is effective. Provision is well considered, both for pupils' academic outcomes and their mental well-being. Any additional funding is well spent. Careful and regular checks on how well these pupils are achieving are used effectively. The school's special educational needs coordinator provides teachers and support staff with clear guidance on strategies to support the needs of these pupils in class, as well as when they are receiving additional teaching.'

(OFSTED Jul 2019)

Sandy Leach is the SENDCO at Ben Rhydding.

b) Head Teacher and Governing Body

The Head Teacher and the governing body are ultimately responsible for SEND policy and provision. The school has a SEND Governor who liaises with the SENDCO 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 SEND are agreed by the full Governing Body.

The SEND Governor is **Judith Smith**.

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 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 SENDCO 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 SENDCO 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 SENDCO tracks the impact of intervention/support and the progress of children who have SEND and reports her findings to the SLT and the HT/DHT
- The SENDCO 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.
- The SEND Information Report is presented annually to the governing body and published on the school website.

'The achievement of pupils with SEND is good. They are fully included in the school's activities and are confident learners because of the well-planned curriculum and good quality of teaching and support from teaching assistants.'

(OFSTED Jul 2019)