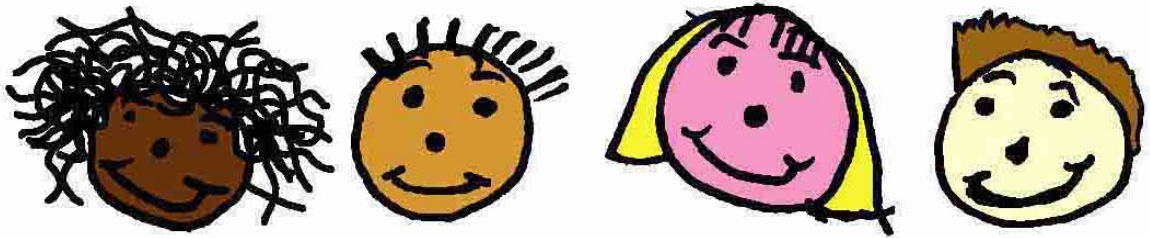


Bowes Primary School



**SPECIAL EDUCATIONAL NEEDS
DISABILITY POLICY**

AND

INFORMATION REPORT

1. Aims

Our SEND policy and information report aims to:

> Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)

> Explain the roles and responsibilities of everyone involved in providing support for pupils with SEND

Vision for SEN

Our vision and how we hope to achieve it

By working in partnership across the Enfield Learning Trust, through innovation, creativity and challenge, our children will become successful, motivated citizens who are equipped to face the challenges of the future.

Aims:

We value all the pupils in our school equally and we recognise the entitlement of each child to have their needs addressed.

We aim to:

- provide a welcoming, calm, happy, purposeful and nurturing community
- ensure all pupils are valued
- recognise the potential of every individual and ensure that all pupils make progress
- work in collaboration with parents/carers and children
- ensure that special educational needs are identified and assessed as early as possible
- ensure pupils' needs are met as soon as is practicable
- ensure that pupils have access to an enriched curriculum
- work closely with the Local Authority and other agencies, including Educational Psychology Service, Speech and Language Therapy Service, as well as medical services and Social Services, to identify, assess and meet the needs of pupils with Special Educational Needs.
- develop and maintain a range of expertise within the school
- monitor, review and evaluate policies and provisions on a regular basis

Our objectives are to:

- identify and provide for pupils who have special educational needs, disability and additional needs
- work within the guidance provided in the SEND Code of Practice (2014)
- operate a 'whole pupil and whole school' approach to the management and provision of support for special educational needs
- provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy and Information Report
- provide support and advice for all staff working with special educational needs pupils.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

- A termly SEND report is presented to the Local Governing Board by the Headteacher; this report does not refer to individual children and confidentiality is maintained at all times.
- The Governors are informed about the progress of children with special educational needs or disabilities when presented with the achievement report.
- The SEN Governor monitor the quality and effectiveness of SEN and disability provision within the school.
- The Headteacher works with the Trustees to determine the strategic development of the SEN policy and agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN Information Report

The SEN information report can be found on the next page of this document.

6. Monitoring arrangements

Our SEND policy and information report was prepared in July 2020.

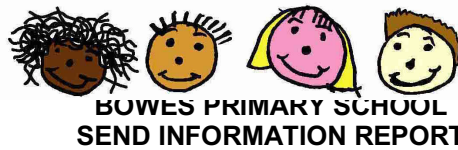
It will be reviewed in July 2021. It will be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Inclusion Statement

Bowes Primary School



We are a Primary School and we admit pupils from age 2 to 11. We have an Additionally Resourced Provision (ARP) for pupils with autism at our New Southgate site.

The support at Bowes for pupils with Special Educational Need or Disabilities

How does your school ensure that children who need extra help are identified early?

Children are identified as having SEN through a variety of ways, including the following:

- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher, for example if behaviour or self-esteem is affecting performance
- Liaison with external agencies - i.e. Educational Psychology Service, Child Development Team
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

When there is a concern that a pupil might have special educational needs, the SENCO will arrange for various assessments to identify the type of special need and which 'range' of needs they 'best fit' based on the 'Darlington Model'

<https://www.darlington.gov.uk/education-and-learning/darlington-special-educational-needs-service/additional-information/information-for-sencos/send-ranges/>

Range 1 Universal Provision (Cause for concern, but not necessarily SEN / Interventions - Additional Needs register)

Range 2 SEN Support / Long Term Additional Provision / Intervention / Referral to outside agency (Special needs register)

Range 3-6 EHCP / High Need Provision (Statutory assessment request / Special Needs register)

Following assessment, the pupil will be provided with provision appropriate to the identified range.

Special Educational Needs are categorised as follows on the school's SEN Register:

- Communication and interaction needs, including Autistic Spectrum Disorder (ASD) and speech and language difficulties
- Cognition and learning needs, for example specific learning difficulties such as dyslexia and dyspraxia.
- Social, Emotional and Mental Health difficulties including Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or Physical needs, for example visual impairment, hearing impairment, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties.

What should a parent do if they think their child may have special educational needs?

- Talk to us – in the first instance contact your child's class teacher; if you still have concerns you can contact the Assistant Head Teacher/SENCO, Annick Sudre.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

Who will explain my child's needs and progress to me?

- The class teacher will meet with parents at least on a termly basis (this could be as part of the Parents' Partnership Meeting) to discuss your child's needs, support and progress.
- When identifying whether a child needs special educational provision, a conversation will take place with the parent, the Class Teacher and the SENCO to develop a good understanding of the pupil's strengths and difficulties and to decide whether there is a need to involve an outside agency such as Educational Psychology service.
- Notes taken during discussions are added to the pupil's record.
- When a child is referred to an outside agency, a Learning Support Plan (LSP) is put in place including the advice from the outside agency; the LSP is shared with parents.
- When a child has been receiving support through long term interventions and/or from an outside agency such as Educational Psychology, they will be added to the SEN Register.
- For further information the Assistant Head Teacher/SENCO is available to discuss support in more detail.

How will school support my child?

- Our Assistant Head Teacher/SENCO oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with special educational needs or disability in their class to ensure that progress in every area is made.
- Support can be delivered in a variety of ways, depending on your child's needs:
 - there are different interventions that can help a child with special educational needs.
 - there may be a Teaching Assistant working with your child, either individually or as part of a group, if this is seen as necessary by the class teacher.The regularity of these sessions will be explained to parents when the support starts.

How do teachers match the curriculum to an individual child's needs?

- High quality teaching is our first step in responding to pupils who have SEN.
- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their pace and level.

How are the school's resources allocated and matched to children's special educational needs?

- We ensure that all children with special educational needs or disabilities are provided for to the best of the school's ability with the funds available.
- We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individuals' or groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

How is the decision made about what type and how much support my child will receive?

- The class teacher and the Assistant Head Teacher/SENCO or Assistant Inclusion Manager will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to help them make progress and achieve their potential.

How does the school judge whether the support has had an impact?

- By reviewing children's targets on Learning Support Plans and ensuring they are being met.
- By monitoring whether the child is making progress academically against national/age expected levels, discussed at progress meetings, attended by the year group class teacher and the Deputy Headteacher. The SENCO attends the progress meetings or receives the feedback.
- Through verbal feedback from the teacher, parent and pupil.
- Children may be taken off the SEN register when they have made sufficient progress and no longer require a high level of intervention or additional support.

What opportunities will there be for me to discuss my child's progress?

- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to communicate with you regularly.
- Parents are invited to Parent Partnership Meetings during the autumn and the spring term.
- You are welcome to make an appointment at any time to meet with either the class teacher or Assistant Head Teacher/SENCO and discuss how your child is getting on.

How will you help me to support my child's learning?

- The class teacher or the Assistant Headteacher/SENCO can offer advice and practical ways that you can help your child at home.
- The class teacher can provide a home / school communication book which your child will bring home daily so that comments from parents and teacher can be shared.
- If your child is on the special needs register they will have a Learning Support Plan (LSP) which will have individual or group targets. This will be discussed with you on a termly basis and you will be given a copy of the LSP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets, with the expectation that the child will achieve them by the time it is reviewed.
- If your child has complex special educational needs or a disability they may have an Education, Health and Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress

How do you measure my child's progress?

- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of methods, including some standardised tests, as appropriate.
- Children who are not making expected progress are identified through the termly progress meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.
- We review the impact of interventions after a limited period.
- When a child's LSP is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- When a child has an EHCP, a yearly meeting takes place between parents, SENCO, class teacher and outside agency to review pupil's individual progress towards their goals.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

- We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being.
- The class teacher has overall delegated responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the Assistant Headteacher/SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or Strengthening Wellbeing Emotional Health, Relationships and Readiness for Learning (SWERRL replaced the Behaviour Support Service).
- The school has a Pastoral and Enrichment Manager, Debbie Harris, who works under the direction of the Assistant Headteacher/SENCO with children who need emotional support.

How does the school manage the administration of medicines and personal care?

- We have a First Aid, Managing Medicines in School and Supporting Pupils with Medical Needs.
- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
- The school welfare assistant administers medicines.
- Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage minor medical situations if the need arises.

- If a child requires personal hygiene care this will be managed through an individual care plan

What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a positive approach to behaviour management with a clear Behaviour For Learning Policy that is followed by all staff and pupils.
- If a child is at risk of exclusion a Pastoral Support Plan (PSP) is written with the child (if appropriate) and parents to identify the specific issues and reflect the relevant support and targets in place.
- A referral to SWERRL might be considered.
- After any serious behaviour incident we will inform you what has happened on the phone or in a meeting, which might be followed by a letter. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Some children will be encouraged to use an individual behaviour chart to help them manage their choices.
- The attendance of every child is monitored on a daily basis by the attendance officer. Lateness and absence are recorded and reported to the Head Teacher and Governing Body.
- Good class attendance is rewarded through a special mention in weekly achievement assemblies. Every half term, the class with the best attendance in Key Stage 1 and Key Stage 2 is able to choose a fun trip.

How will my child be able to contribute their views?

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council.
- Our Learning Quest enables pupils to choose some of what is taught and how it is delivered, thus taking responsibility for their own learning.
- When appropriate, children who have Learning Support Plans (LSP) discuss and review their targets with their class teacher.
- If your child has an Education, Health and Care Plan, their views will also be sought at the review stage, if appropriate.

What specialist services and expertise are available at or accessed by the school?

We work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, Strengthening Wellbeing, Emotional health, Relationships and Readiness for learning (SWERRL), the Child and Adolescent Mental Health Service (CAMHS) and Social Services, including Cheviots Children's Disability Service, and Social Workers.

Since 1st September 2014 the 'Enfield Local Offer' has been available at www.enfield.gov.uk/SEND
The Local Offer provides information about services and support for families in Enfield with children/young people aged 0 – 25 years with special educational needs and/or a disability.

What training have the staff supporting children with special educational needs had, or are currently having?

- Staff receive appropriate CPD to enable them to meet a range of SEN in their classrooms.
- The SENCO and Assistant Inclusion Manager have attended specific trainings in order to put in place strategies that will support a range of needs, such as training in speech and language needs, dyslexia or training delivered by Occupational Therapists.
- Autism Awareness Training and sensory integrating difficulties has been delivered to Class Teachers and Teaching Assistants.
- Some of our teaching assistants have had training in delivering Read, Write Inc. and some other reading, spelling, phonics and multi-sensory programmes.
- All our teaching assistants have had training in using manipulatives and visuals as part of a maths programme.
- A small number of teaching assistants are trained to deliver 'Tiger Team' sessions, an intervention to help develop gross motor skills, balance and coordination.

- A number of teachers and teaching assistants are 'Approach' trained to safely support and isolate children demonstrating unsafe behaviour (these incidents are always recorded and discussed with parents).
- Staff within our Additionally Resourced Provision are experienced and skilled in a range of Autism-specific strategies, such as TEACCH (Treatment and Education of Autistic and related Communication-impaired Children) and PECS (Picture Exchange Communication System).
- We work with various agencies to provide additional, specialist support for pupils with SEN. Outside agencies give advice and support as well as training when necessary to class teachers and teaching assistants.

How will my child be included in activities outside the classroom including day and residential trips?

- We ensure that there are no barriers to pupils with SEN enjoying the same activities as other pupils in our school.
- All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast and after-school clubs. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, parent might be asked to help us support their child during a visit, or alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- Our New Southgate site is a listed Victorian building with three floors accessed via white-nosed stairs. The ground floor is wheelchair accessible with two disabled toilets large enough to accommodate changing. There are ramps at specified fire exits.
- Our Southgate Green site is on two levels. The ground floor is wheelchair accessible.
- The school's Accessibility Policy can be found on our website.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- We write social stories to help explain and prepare the children for any major transition.
- When children are preparing to leave us for secondary school, we arrange visits for them and ensure good preparation for transition and effective induction.
- We liaise closely with staff when receiving and transferring children from and to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an Education, Health and Care Plan, and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

How parents are involved in school life?

- We have 'Bring a Grown up to School' days which give parents & carers the opportunity to see and participate in their children's learning.
- We run 'Curriculum Evenings' during which parents are invited to offer their comments and opinions.
- Parents are invited to attend 'Parent partnerships' twice a year.
- Parents are also invited to regular class assemblies, concerts and show cases.
- Parents are always welcome to help out as volunteers, for example, listening to readers.
- For children with special educational needs or a disability, parents are often invited to help support their child on a school trip when they start attending.
- 'Friends of Bowes' welcomes all parents to participate in a range of activities throughout the year.

Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the Assistant Headteacher/SENCO.

- Enfield Parent Partnership is an organisation that provides independent advice and support for families – 0208 373 2700.

Who should I contact if I am considering whether my child should join the school?

- Contact the School Office to arrange a meeting and tour of the school.
- If your child has a special educational need or a disability you could contact the Assistant Head Teacher/SENCO who will discuss how the school could meet your child's needs.

Who should I contact if I want to make a complaint about SEN provision?

Complaints about SEN provision in our school should be made to the class teacher/SENCO/headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services