



SEND Policy

Head of School:	Mr S Clark
School Business Manager:	Mrs Grace Sleightholme
Chair of Governors:	Kath Cutler
Policy Reviewed:	September 2017
Next Review:	September 2018

1) **AIM**

To promote the successful inclusion of pupils with special educational needs and disabilities.

At Biggin Hill Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We provide a supportive, positive learning environment and all staff are committed to the principle of equal worth to each child. The skill, enthusiasm and attitude of the class teacher is the key to effective learning for all children, but has greater significance for the SEN child who more than most needs considerable confidence and self esteem in order to take full advantage of all that is on offer.

Definition of Special Educational Needs and Disabilities

Children have special educational needs 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 has a learning difficulty or disability if he or she:

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

Or

b) 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.

In making provision for pupils with special educational needs our policy objectives are:

- To ensure that our duties, as set out in the SEND Code of Practice 2014 and The Equality Act 2010, are fully met to enable pupils with special educational needs to join in the normal activities of the school along with pupils who do not have special educational needs;
- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- To identify and assess the pupils with special educational needs and disabilities (SEND) as early as possible;
- To use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs and disabilities of our pupils;
- To provide a graduated approach in order to match educational provision to pupils' needs;
- To develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- To take into account the ascertainable wishes of the pupils concerned and, whenever possible, directly involve them in decision making in order to provide more effectively for them;
- To ensure effective collaboration with Local Authority (LA) services, health services and social services in order to take effective action on behalf of pupils with special educational

needs and disabilities;

- To ensure that all staff are aware of their responsibilities towards pupils with special educational needs and disabilities and are able to exercise them;
- To monitor our effectiveness in achieving the above objectives.

2) **ADMISSION POLICY**

The governing body has agreed with the LA **admissions criteria** which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the The Equality Act 2010.

Facilities and equipment

The building has had some modifications made to it in order to accommodate the needs of children who have a degree of physical disability or impairment. There are ramps in each playground and to each entrance. There are 3 toilet/changing rooms available to physically disabled pupils. There is a lift to the second floor. Contrasting colours have been added to chairs, carpets, stairs and outdoor equipment to ensure the environment is accessible for the visually impaired.

3) **ORGANSIATION**

In line with the SEND code of practice 2014 the school operates a four stage graduated approach:

1. Assess: the class teacher and SENDCo should clearly analyse a pupil's needs before identifying a child as needing SEND support.
2. Plan: parents must be notified wherever it is decided that a pupil is to be provided with SEND support.
3. Do: the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1-1 teaching away from the main teacher, he/she should still retain responsibility for the pupil.
4. Review: the effectiveness of the support should be reviewed in line with the agreed date

Educational, Health and Care Plan

The Majority of children and young people with SEND will have their needs met within the local mainstream early years providers, schools or collages. A local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan.

4) **IDENTIFICATION, MONITORING, ASSESSMENT**

Identification

Early identification of SEND is vitally important and the school makes every effort to identify these needs. Identification is achieved through any of the following means:

- contact with parents who express concern over their child's progress
- classroom monitoring and observation by the class teacher ,SENDCo or external professionals
- use of standardised tests taken throughout the school
- results of National Curriculum testing
- other assessments made by the class teacher or SENDCo
- use of transfer records

Assessment and Monitoring

The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This will be reviewed at least termly by class teachers in collaboration with parents, the SENDCo and the pupils themselves.

5) **ACCESS TO CURRICULUM**

All children in school are given access to a broad and balanced curriculum. Children with SEND are fully integrated, where possible, into the whole school. The school has adopted a number of strategies in order to ensure full and complete access:

- individual approaches and strategies
- in class support*
- withdrawal/support*
- a tailored curriculum with matched/differentiated activities
- specific equipment to allow access
- specialist teaching i.e. support outside agencies

*In- class support and withdrawal is wholly dependent upon the child's individual needs, taking into account classroom routines, phase structure, availability of resources and support. Consideration of these factors ensures that each child has full access to the whole curriculum.

Access to the curriculum is enabled via differentiation. In each curriculum area, advice is given on making specific subjects accessible to all pupils.

Regular assessment helps class teachers determine the next learning step for each pupil. Children with SEND may need to have the Statements of Attainment broken into small steps to

assist both with assessment and the setting of new learning objectives. It should then be possible to produce an individual teaching programme geared more precisely to meet individual's needs.

Inclusion

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy will enable pupils with SEND to be an integral part of our school community. Regardless of the stage pupils have reached our emphasis will be upon including them, alongside the other children, in the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each child and by either modifying activities or providing support that will help the child to participate in them. Pupils will only be withdrawn from normal activities when:

1. The child will benefit from some intensive individual work on a cross curricular skill (e.g. reading)
2. It is clearly inappropriate, or medical advice indicates that it is unsafe for the child to participate and some alternative has to be arranged.
3. Neither of the above will compromise the general principle that all children will be able to participate in a broad and balanced curriculum.

6) THE ROLE OF THE SENDCo

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is Mrs Michelle Wilson

The SENDCo's responsibilities include:

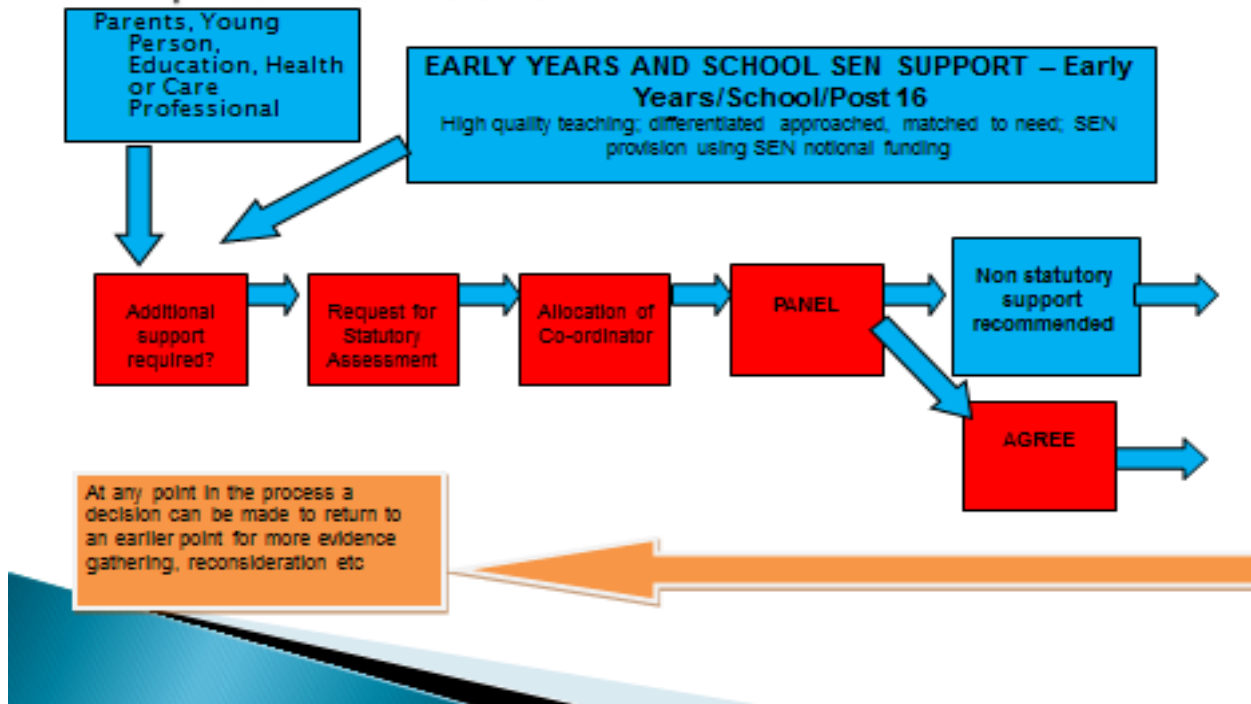
- overseeing the day to day operation of the school's SEND policy
- co-ordinating provision for children with special educational needs
- liaising with the relevant designated teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustment and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

7) **THE SCHOOL'S COMPLAINT PROCEDURES**

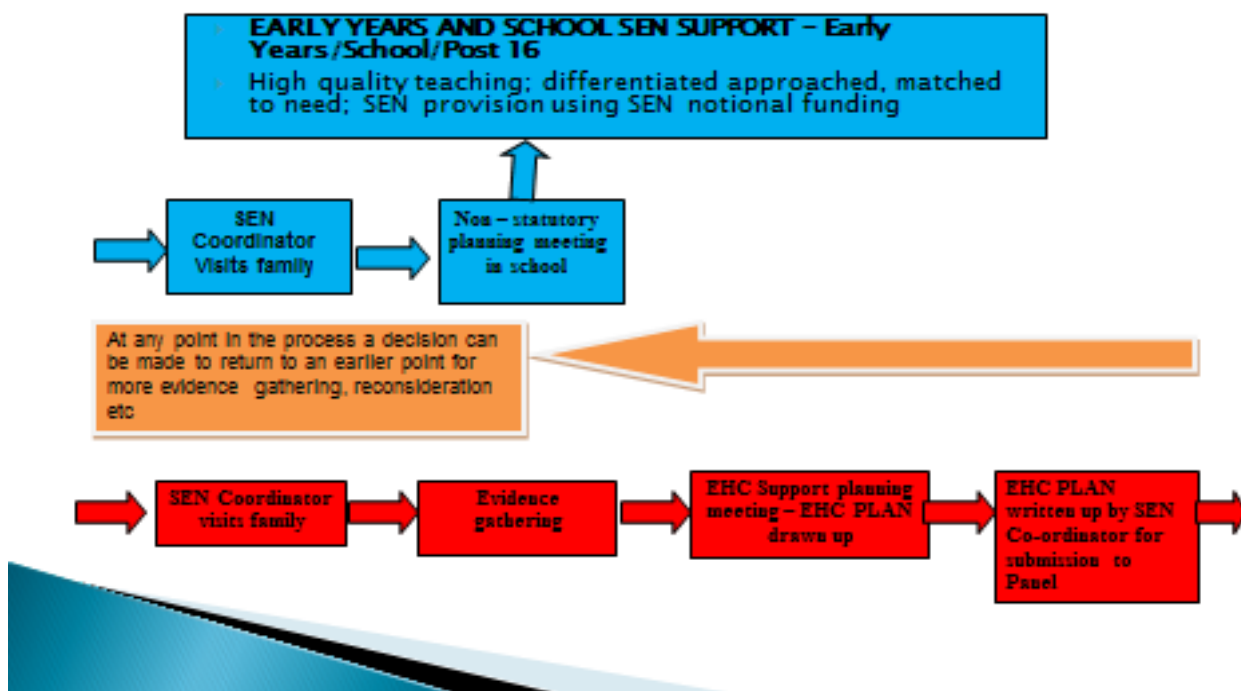
The parent/carer of a child with SEND has the right to make a complaint about the provision made for their child at the school. The first point of contact will be the class teacher, then the SEND Co-ordinator, who will try to deal with the complaint as efficiently and effectively as possible. If the parent is unhappy with the response from the SEND Co-ordinator please refer to the schools complaints procedure which is available on the school website.

Person Responsible: Mrs M Wilson (SENDCo)

The planning pathway – stage 1 Request – 6 weeks



The planning pathway – stage 2 Evidence gathering – 8 weeks



The planning pathway – stage 3

Finalisation and implementation – 6 weeks

