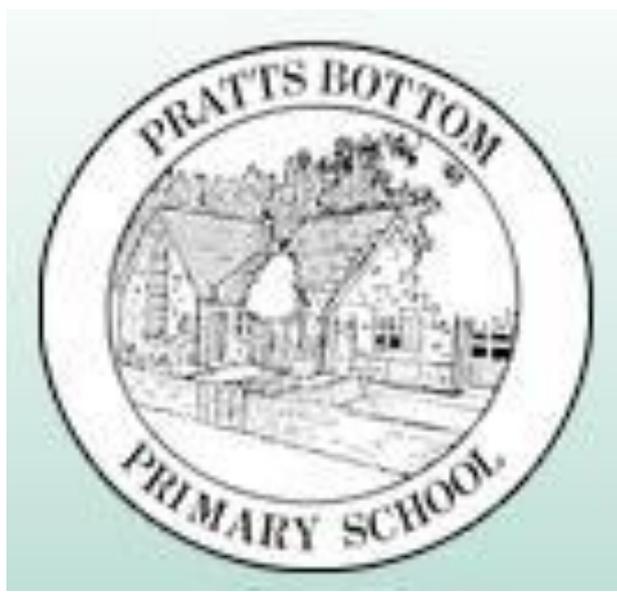


Pratts Bottom Primary School Policy for Special Educational Needs and Disability



Please note this policy is under consultation with our SOLA Academy Trust.

Date adopted:

Review date: January 2019

Staff responsible: Kirsty Fogden

Governor responsible: Cheryl Bone

School Values

The PBPS community will endeavour to develop happy, inquisitive and motivated learners who are ambitious and equipped to meet future challenges.

Our core values are:

We are kind

We are polite

We listen

We are honest

We try our best

We will demonstrate these values in all we do.

Principles

At Pratts Bottom we are committed to meeting the needs of all pupils including those with special educational needs and disabilities. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Children need to feel valued, confident and secure to make maximum progress in their learning. We are committed to promoting the social, emotional and mental wellbeing of all our pupils.

The support we give will be tailored to individual needs following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners within the classroom.

Section 1 Compliance

The policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (August 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

“Our vision for children and young people with special needs is the same as for all children and young people – that they achieve well in early years, at school and in college; lead happy and fulfilled lives; and have choice and control.”

Children & Families Act 2014: Department for Education

This policy has been created by the school’s Inclusion Manager in liaison with the SLT, all staff and parents of pupils with SEND.

Pratts Bottom is a caring community school welcoming of all. It is dedicated to high standards of achievement and behaviour. Learning is enjoyable and rewarding and the gifts and abilities of every child are recognised and nurtured.

The Inclusion Manager has responsibility for all aspects relating to SEND. The Inclusion Manager is responsible for the day-to-day operation of the school's SEND policy.

Pratts Bottom School is an inclusive school and offers a range of provision to support children with SEND in:

- communication and interaction
- cognition and learning difficulties,
- social, mental and emotional health problems
- sensory, physical or medical needs.

The range of support deployed will be tailored to individual need following thorough assessment by the class teacher and by external agencies, where needed. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

Every child, regardless of their needs, will be given the same opportunities as all children. However, children with SEND will have careful consideration given to them with an awareness given to their particular learning style or need.

This policy has been created by the school's SENCO, agreed with the SEND governor, in liaison with the SLT, all staff and has been offered for consultation to parents of pupils with SEND. The policy takes account of the statutory requirements of the Children and Families Act 2014, but also supports the non-statutory guidance in the 2014 SEN Code of Practice in both spirit and practice

Mrs Kirsty Fogden is the SENCO. She was awarded the National Award for Special Educational Needs in January, 2016.

Section 2

Aims And Objectives Of Our Inclusive School

At Pratts Bottom School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. We have high expectations of all our children and aim to achieve this through the removal of barriers to learning and participation. We endeavour for all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational, emotional and behavioural needs and aspirations;
- require different strategies and styles for their learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

We target effective communication between pupils, parents and staff, in order to provide the best opportunities for pupils with Special Educational Needs of any kind.

The specific objectives of our SEND policy are as follows:

- to identify pupils with special educational needs and disabilities and ensure that their needs are met
- we aim to ensure that children with special educational needs and disabilities join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents/carers are informed of their child's special needs and provision and that there is effective communication between parents/carers and school

- to ensure that learners express their views and are fully involved in decisions which affect their education
- to ensure that learners with SEND develop independence and build resilience in their learning
- to work within the guidance provided in the SEND Code of Practice 2015
- to operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs through high quality teaching
- to provide a Special Educational Needs Co-ordinator (SENCO) who will work to implement the SEND Policy
- to provide support, advice and training for all staff working with pupils who have special educational needs

Section 3: Identifying Special Educational Needs

We recognise the importance of early identification and aim to identify children’s special needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. As part of this process the needs of the whole child will be considered, not just the special educational needs of the child / young person.

The school also recognises that other factors may influence a child’s progress and attainment, but do not necessarily mean that the child has a special educational need. This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant
- Being a looked after child
- Being a child of Service personnel

A system of monitoring progress of the children takes place on a termly basis. This is referred to as Pupil Progress Reviews (PPRs). This identifies pupils who are not making expected progress and will include progress in areas other than attainment, such as social skills. All children are formally assessed at the end of each term and interventions are planned for the following term, following the PPR meetings.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed. These children are monitored and supported accordingly. This could be through CAMHS, Bromley Well Being, SALT, the community paediatrician, the GP or another appropriate outside agency.

Promoting social, emotional and mental well-being:

Children need to feel valued, confident and secure to make maximum progress in their learning. Pratts Bottom Primary School is committed to promoting the social, emotional and mental well-being of our pupils through a range of activities. These include:

- Lego Therapy
- Social Skills
- Funky Fingers

Section 4: A Graduated Response to SEN Support

Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

Pratts Bottom Primary School regularly, and carefully, reviews the quality of teaching for all pupils including those at risk of underachievement. This includes reviewing, and where necessary, improving teachers' understanding of strategies to identify and support vulnerable learners and their knowledge of the SEND most frequently encountered.

The school observes class teachers termly and all support staff termly. Children's books and class teacher planning is scrutinised regularly by the Senior Leadership Team.

High quality teaching in the children's classroom is differentiated for individual pupils and is the first step in meeting the needs of any pupil who has or may have special educational needs. Before special educational provision is made, the Inclusion Manager and class teacher will consider all the information from within the school about the pupil's progress, alongside national data and expectations of progress and in consultation with parents. The Bromley Banded Funding Guide is used to aid identification of need within the four categories identified by the Code of Practice 2015 (cognition and learning, communication and interaction, social emotional and mental health and sensory difficulties) with additional guidance for autism and specific learning difficulties. This can also be used to identify appropriate strategies to meet need. The Inclusion Manager may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. General advice from outside specialists may be sought.

Assess: If the pupil continues to face difficulties a more detailed formative assessment, facilitated by the Inclusion Manager, may take place.

Plan: Interventions based on the outcome of assessment are planned

Do: These interventions are delivered by appropriately trained staff. Support may take the form of additional in-class provision or an intervention to address a particular need.

Review: The effectiveness of the intervention will be monitored regularly by the class teacher. Individual pupil targets will be reviewed as part of the school's cycle of progress monitoring.

If, despite support, children fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place children on the SEND register, in formal consultation with parents.

Managing Pupils on the SEND Register

Where longer term support is required or children have a diagnosis of need from an outside professional, discussions will be had with the parents and with their agreement the child will be placed on the SEND register.

All interventions are planned and monitored by the class teacher, alongside the Inclusion Manager and delivered by staff who have had appropriate training. Records of interventions are kept through whole school, class and individual provision maps. The effectiveness of interventions is regularly monitored on a half termly basis, or more frequently for certain interventions. All intervention outcomes are discussed at the termly PPRs and Provision Map meetings. Individual pupil targets are assessed as part of the school's cycle of monitoring progress. Individual pupil targets are where longer term support is required and/or

children have a diagnosis of need from an outside professional. Parents will be formally informed that the child has been placed on the SEND register. It is the responsibility of the Inclusion Manager to have a verbal discussion with the parent.

The Inclusion Manager, in consultation with the class teacher, pupil (if of an appropriate age and understanding) and parents will draw up a Pupil Provision map.

Children in the Early Years do not have a Provision Map, unless they have started school with registered complex needs. Termly meetings are held with parents, where appropriate documenting the children's needs. These children are monitored and support is provided. It is felt that some children take longer to settle and should not be identified as SEND at such an early age.

Assess: Should include detailed formative assessment to identify individual barriers to learning. This may involve assessment in school or assessments by an external agency. This may include a diagnosis.

Plan: Advice and recommendations incorporated into Provision maps, drawn up by the Inclusion Manager in consultation with class teacher, parents, children and Outside Agencies. It will ultimately be the school's decision as to the appropriate targets written on the plan.

Do: Interventions put in place, following recommendations. They will be time limited and discussed at the termly Pupil Progress Reviews and also with parents when reviewing the Pupil provision maps.

Review: Effectiveness monitored and intervention adapted to meet individual need – further advice sought where necessary.

While the needs of the majority of pupils will be met from within the school's own resources, some children will have a higher level of need. Additional funding to support children is available from the Local Authority High Needs Block. To receive additional funding, the school needs to provide a costed provision map demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the pupil in achieving desired outcomes.

Where additional funding is agreed, a Pupil Resource Agreement will be put in place by the school's Educational Psychologist or Specialist Teacher, in consultation with parents and pupil. Thresholds for funding are related to need and can be found in the Banded Funding Guide.

Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority.

Section 5: CRITERIA FOR EXITING THE SEN REGISTER

Where children make sustained progress from interventions and strategies used, and with parental agreement, they may no longer need to be included on the SEND register, with their needs being addressed by quality first teaching. The Inclusion Manager will inform parents when their child no longer needs to be on the SEND register. This might take the form of a formal meeting i.e. Open Evening **or** a telephone call. The child will be monitored closely once they are taken off the SEND register.

Section 6: SUPPORTING PUPILS AND FAMILIES

Children are supported according to their needs. Support is provided on an individual basis and decisions are made on the specific needs of the child. Support is reviewed on a regular basis and changes are made on the needs of the child at that time. Below is a list of agencies which support our children. This is not a definitive or exclusive list and will be adapted to the needs of the children at the school. There is also a link to the Local Authority's Local Offer which gives information about services and support that are available to Bromley Schools.

<http://bromley.mylifeportal.co.uk/lbb-local-offer>

We will work with parents and families from the beginning and involve them in all decision making, giving them the opportunity to share their views regularly.

Other agencies involved:

- Bromley Children's Project
- Information Advice and Support Service- IASS(formerly the Bromley Parent Partnership)
- Bromley Parent Voice
- CAMHS
- Bromley WellBeing
- MENCAP
- Occupational Therapy
- Speech and Language Therapy
- Educational Psychologist
- Community Paediatrician
- Sensory Support
- Social Services
- Educational Welfare Service

It is through the Disability and Equality Policy that the access arrangements are monitored. It is reviewed annually and looks closely at all the access arrangements.

SEND support vulnerable children who are in the transition process. This could be from Key Stage to Key Stage or entry in or departing to or from Pratts Bottom Primary School at any age. We follow the Bromley Admission criteria and these are available on the school website and the local authority website.

This support may involve different agencies or a SENCO in a corresponding school. It may include extra transition days to the secondary school. SEND Files are handed over at meetings or delivered to the secondary schools in July before the Autumn term.

Section 7: 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, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. The school currently follows the procedures given by the DfE. These can be seen at:-

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

Some pupils may also have special educational needs and may have a statement or EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0 – 25 (2015) is followed.

Section 8: Monitoring and Evaluation of SEND Provision

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits, sampling of parent, pupil and staff views.

The school undergoes an active process of continual review and improvement of provision for all pupils.

Section 9: Training and Resources

SEND is funded from the notional SEND budget allocated to all schools, based on prior school attainment and free school meals. This notional allocation allows for up to £6,000 of resources to be used for the support of any individual pupil. Additional funding is available from the LA high needs block where it can be demonstrated that a pupil requires a higher level of support.

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the Inclusion Manager to explain the systems and structures in place around to the school's SEND provision and practice, and to discuss the needs of individual pupils.

The Inclusion Manager regularly attends the LA SENCO Forums in order to keep up to date with local and national updates in SEND. The Inclusion Manager also attends SOLA group meetings to share good practice. She also attends the Autism Champion and Mental Health Lead training delivered by Bromley borough.

Section 10: Roles and Responsibilities

We view the support of all our pupils as a whole school responsibility.

At Pratts Bottom Primary School Mrs Fogden is the SENCO, supporting and advising parents and carers about pupils with additional needs and disability. In order to contact Mrs Fogden please phone the main school number or email the [general office](#).

Mrs Fogden is qualified in the National Award for SEN Coordination. Her role includes promoting the inclusion of all pupils within the school. This includes adapting and refining the curriculum to respond to the strengths and needs of all pupils; also checking on the progress of individual children and the subsequent identification, planning and delivery of any additional support that may be required.

Describe role of:

- SEND Governor – Mrs Cheryl Bone.
- The Inclusion Manager is line manager to the Teaching Assistants.
- The Head of School and Inclusion Manager are the designated safeguarding officers responsible for Safeguarding.
- The Head of School and Inclusion Manager are responsible for managing the school's policy on the responsibility of meeting the medical needs of pupils.
- The Business Manager is responsible for the funding for the Pupil Premium children and the Inclusion Manager alongside the class teacher are responsible for the attainment and achievement of those children.
- The Business Manager is responsible for the funding for the Looked After Children (LAC) and the Inclusion Manager alongside the class teacher are responsible for the attainment and achievement of those children.
- The Senior First Aider is responsible for meeting the needs of the children with medical conditions.
- The Head of School has overall responsibility for ensuring all duties are carried out accurately and effectively.

Section 11: Storing and managing information

All records are kept in a locked cupboard in the Inclusion Manager's room. All records are transferred to new schools when a child leaves Pratts Bottom Primary School. Safeguarding records are kept separately and securely by the Head of School.

Section 12: Reviewing the policy

This policy will be reviewed annually and will be ratified by School Governors. The school governors are responsible for undertaking an annual review of an Academy's Special Educational Needs and Disability Policy and Procedures.

Section 13: Accessibility

Statutory Responsibilities

Please refer to the Equality and Disability Policy (SOLA website) for further information regarding accessibility of all pupils.

Barriers to learning are removed through careful monitoring, quality first teaching, identification and interventions or referrals to other professional agencies.

Key members of staff can be contactable through school through general.office@prattsbottom.bromley.sch.uk and the email will be forwarded.

Section 14: Dealing with complaints

It is hoped that all positive and negative issues regarding SEND would be discussed and resolved with the class teacher. However, should a parent feel that wish to pursue a matter the Inclusion Manager should be contacted after the class teacher. If the matter continues to be unresolved the concern should be taken to the Head of School. Finally, if the issues have not been resolved, the issue needs to be taken to the Clerk of Governors general.office@prattsbottom.bromley.sch.uk.

Section 15: Bullying

See the following policies on the web site:

- Anti-Bullying Policy
- Safeguarding Policy

Section 16: Appendices

This Policy needs to be read in conjunction with other school policies such as Safeguarding, Learning and Teaching, Meeting Medical Needs, Anti-Bullying and Behaviour.

This Policy will be reviewed annually by the Governing Body.