



## Bishop's Primary School

*Enabling everyone in our communities to let their light shine*



### SEND Policy

#### Policy Preface

Northumberland Church of England Academy Trust is a Christian learning environment at the heart of its communities. We promote care and respect, and expect high standards in all aspects of our Trust life.

As a Church of England Academy Trust, we aim to build communities clearly based on the Christian values of love, forgiveness and reconciliation, integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution, protect the weak and are committed to justice and compassion. Mutual respect and trust are central within the Academy Trust.

This policy, and its associated procedures and protocols, is based on these key principles.

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Bishop's Primary School is part of  
Northumberland Church of England Academy Trust



# Bishop's Primary School

## SEND Policy

**\* This policy has been reviewed taking into consideration the global Coronavirus Pandemic (Covid19) and the guidance set out in "Guidance for full opening:schools.gov.uk" and NCEAT Full Re-opening Risk Assessment and Action Plan Please see Appendix 2.**

### 1. Introduction

- Provision for children with SEND is the responsibility of the whole school and we expect every member of staff accepts and embraces this responsibility.
- Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND and those pupils who are also supported by specialist staff.
- We recognise the need to work in partnership with parents/carers and value the contribution parents/carers make to their child's education. Children also contribute their views on the provision provided.
- We recognise the individuality of each child and strive to help them to achieve their full potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs.
- All children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements are celebrated.

This policy reflects the SEND Code of Practice, 0-25 guidance and **\*Guidance for full opening:schools.gov.uk**

Bishop's Primary School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with additional needs (*communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs*). We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

### 2. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Guidance for full opening:schools.gov.uk

### **This policy addresses the following requirements:**

- ✓ The policy covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEN
- ✓ Focuses on the participation of parents, children and young people (CYP) in decision making
- ✓ Focuses on high aspirations and improving outcomes for children
- ✓ Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- ✓ Gives guidance on publishing Local Offer for support
- ✓ Gives guidance for education on a graduated approach to identifying and supporting CYP with Special Educational Needs (SEN) Support.
- ✓ For children with more complex needs a coordinated assessment process and the 0-25 Education, Health and Care plan (EHC plan) will be implemented.
- ✓ There is a strong focus on support that enables those with SEN to succeed in their education and make a successful transition to their next stage of learning and adulthood

### **3. Definition of 'SEND'**

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

*Xiii 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 him or her.*

*Xiv 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*

The definition of disability in the Equality Act (2010) states children with ‘...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities’. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

### **4. Broad areas of Need (See Appendix 1)**

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

At Bishop’s Primary School we place emphasis on early identification and supporting children with a range of these needs from an early age. For example:

#### **Speech Language and Communication Need**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. We liaise and work closely with Portage, Health Visitors and NHS Speech and Language

colleagues. We have a trained team of Speech and Language Teaching Assistants on every campus.

Please see Appendix 1 for full details of the four broad areas of need.

## **SEND Needs**

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

- All children have access to a challenging, enquiry curriculum, which is broad, balanced, ambitious and differentiated.

When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child's well-being and development. Our SEND Information Report provides further information about the agencies we work with.

### **4.1 Identification of 'SEN'**

A key principle under the Code of Practice is that there should be no delay in making any necessary SEN provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that:

*“Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life”.*

Some children arrive at our school with identified SEN, in which case the SENDCo will liaise with parents, the previous school, nursery or setting and involved professionals e.g. health and the Portage Service to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers have concerns about pupil progress or attainment, parents will be contacted to discuss and record these concerns so they can share their views. In line with the Graduated Approach, there is a period of monitoring and review, including an analysis of the child's needs (recorded in the One Page SEND profile) progress compared with peers and age related expectations. Following this, and in consultation with all relevant staff at school, the child (if appropriate) and the child's parents, a child may be identified as having SEN and appropriate provision will be made.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the Primary SENDCo or Head of Campus.

Many children may be monitored and reviewed for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations.

### **4.2 The Graduated Approach - SEND Support**

Where a child is identified as having a SEN need, we work in partnership with parents to establish the level of support required. Once a child's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions.

An Individual Intervention Plan is written. This is aimed at removing barriers to learning and putting

effective special provision in place that is implemented and reviewed at least termly. Parents are invited to discuss this plan; their child's progress and the support and targets. *Class teachers and the SENDCo/Assistant SENDCos are available for further discussion by appointment through the campus offices.*

We adopt a graduated approach with four stages of action: assess, plan, do and review this means:

- Assess - in identifying a child as needing SEN support, the early years practitioner/ class teacher, working with the SENDCo/Assistant SENDCo, the child (if appropriate), and the child's parents, carries out an analysis of the child's needs. This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other available (rate of progress, attainment, and behaviour etc.). This assessment should be reviewed regularly. In some cases, outside professionals from health or social services may already be involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.
- Plan - Where it is decided to provide additional / SEN support, and having formally notified the parents, the practitioner / class teacher and the SENDCo/Assistant SENDCo agree, in consultation with the parent, the desired outcomes. Interventions and/or support are put in place, the expected impact on progress, development or behaviour, and a clear date for review recorded. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.
- Do - The early years practitioner/ class teacher remains responsible for working with the child on a daily basis. With support from the SENDCO/Assistant SENDCo, they oversee the implementation of the interventions or programmes agreed as part of additional / SEN support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child. The SENDCo/Assistant SENDCo should support the practitioner /class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.
- Review - The effectiveness, impact and quality of the support / interventions is reviewed, in line with the agreed date, by the practitioner / class teacher and SENDCo/Assistant SENDCo, taking into account the child's parents and the child's views. This should feedback into the analysis of the child's needs. They revise the support in light of the child's progress and development, deciding any changes to the support and outcomes. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This cycle of action is revisited. At agreed times parents are engaged with the setting, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with the child (if appropriate) and parent as well as the School.

#### **4.3 Our school's graduated approach to SEN**

##### **Level 1:**

Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

##### **Level 2:**

Additional School Intervention

Continued or increased concern may lead to children receiving additional, time-limited and targeted

interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENDCo and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage advice from other agencies may be sought.

### **Level 3:**

High Need

Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. Where appropriate, a referral may be made to SEND Support Services for further support and advice with individual pupil target setting. The SENDCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. If this support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, may request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

## **5. Home School Partnership\* Appendix 2**

- At Bishop's Primary School we recognise that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEND pathway.
- All parents and /or carers are invited to meet with their child's class teachers *termly* as well as receiving an annual report.
- Parents of children identified as having SEN are also invited to a further *termly* SEND parental consultation at which their child's progress, Intervention Plan detailing the additional support, interventions and targets are discussed and agreed.
- Parents are also invited to attend curriculum events and parent workshops throughout the year.

### **5.1 Pupil Views**

- Children's views matter to us.
- All children are aware of their *termly* targets and are encouraged to self-review against these. As part of the review process, SEN pupils, are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.
- For their annual review children with EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given by a member of staff.

### **5.2 In order to ensure the most effective 'SEND' provision, the SENDCo has the following procedures in place:**

- Weekly planning and review meetings with Assistant SENDCos
- Regular 'SEND Team' planning meetings
- Weekly meetings with the SLT and Principal Director of Primary
- Regular meetings with the Heads of Campus and Mental Health Lead.
- Regular meetings with Director of EYFS, Director of Data and Director of Literacy
- *Termly* meeting with the Governor responsible for SEND and Secondary SENDCo
- *Termly* meetings with all teachers to discuss children on the SEND register and their provision, as well as further training, meetings and discussion as required.
- Pupil progress meetings with the Head of Campus and Director of Data

- Regular meetings with the Learning Support Assistants and TAs

### 5.3 Staff Development:

Bishop's Primary School is committed to providing professional learning and staff development and SEN is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with 'SEND'.

#### Conclusion

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

#### Related policies

This policy should be read in conjunction with other School policies and guidance particularly:

- Admissions Policy
- Behaviour for Learning Policy
- Health and Safety Policy
- Looked After Children Policy
- Complaints Policy
- Safeguarding Policy
- Medical Policy
- Accessibility Plan
- Remote Learning Policy
- Guidance for full opening: [schools.gov.uk](https://schools.gov.uk)
- NCEAT Full Re-opening Risk Assessment and Action Plan

## Appendix 1 Broad areas of need from the Code of Practice (0-25) 2014

### Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a

range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

- 6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

### **Sensory and/or physical needs**

- 6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
- 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **Appendix 2 COVID19 PANDEMIC**

**This appendix refers to the guidance set out in “Guidance for full opening:schools.gov.uk” and NCEAT Full Re-opening Risk Assessment and Action Plan.**

### **Introduction**

**It is recognised that the restrictions around COVID19 pandemic may have had and continue to have a significant impact on our SEND and vulnerable learners. During partial school closure all our EHCP and vulnerable pupils' needs were assessed through a thorough Risk Assessment process to ensure their learning, well-being and safeguarding needs were met. At Bishop's Primary we are following all recommendations to meet the needs of our SEND pupils including those with high and complex needs. The NCEAT Full Re-opening Risk Assessment and Action plan refers directly to all the recommendations and advice in the Guidance for full opening:schools.gov.uk and we are continually reviewing our practice and provision. Bishop's Primary is fully proactive and responsive to individual children's needs and work in partnership with parents/carers and all professionals.**

***The following numbers in brackets link to sections in NCEAT Full Re-opening Risk Assessment and Action Plan.***



### Pupils' well-being

Some of our SEND pupils may struggle to re-integrate into school life following lockdown, perhaps due to break in school routines or where family members have been shielding. (11e) We have in place a wide range of support for families where pupils have anxiety, stress, low mood and genuine fears for returning to school (17c). Our pupils' mental well-being is at the forefront of all our decision making and we have planned Phased Returns (7e) for pupils who are not ready to return to a full day in school, due to a variety of social and emotional difficulties. These plans involve risk assessments and behaviour crisis plans with clear de-escalation strategies meeting each pupil's individual needs. Where appropriate, pupils with heightened anxiety may require additional hygiene measures in place, e.g. masks, to further reduce their anxiety (9d.)

### Pupils' learning

SEND pupils have fully inclusive access to Bishop's Primary's broad and ambitious enquiry curriculum. They receive the appropriate catch up support to meet their individual needs detailed through clear intervention plans with personalised targets. Pupils with EHCPs receive provision to meet their long term targets as outlined on their EHCPs. Social distancing measures are in place for all individual and group interventions and there may be some restrictions on the use of soft furnishings (4e) due to the increased risk of transmission between individuals and bubbles e.g. soft play, sensory rooms. Currently, no after school, educational visits or residential trips (20a) are taking place.

### Remote Learning

For those SEND pupils who are not attending school full time and for those children who may be required to self-isolate at home we have in place blended learning plans (5g) in line with our Remote Learning Policy (10e) for all pupils. Pupils with SEND may require additional support at home e.g. access to lap tops and wifi (12b) or individual learning packs, for our younger pupils, and regular contact with class teachers (12a.) Please refer to Bishop's Remote Learning Policy.

### Meetings with parents/carers

All our new parent/carer meetings, regular review meetings and EHCP Annual reviews (16) with parents and professionals are held either over the telephone or via virtual platforms such as google meet or Microsoft Teams (health meetings), confidentiality will be maintained at all times. To reduce the risk of transmission, face to face meetings (5f) will be reserved for essential meetings only. Any essential home visits by our Attendance and Learner Welfare teams are carried out outdoors at the family home, following government social distancing and restriction guidelines.

### New pupils' visits and transition days

Currently no school visits or home visits are taking place due to social distancing guidelines.

### Requests for Statutory Assessment

All COSA applications (16) will follow government guidelines as outlined in Guidance for full opening:schools.gov.uk. Bishop's Primary works closely with Northumberland Local Authority SEND team to ensure the best and appropriate outcomes for our pupils. The Local Authority contact parents/carers via email or the telephone. Bishop's Primary provides paper copies of all documents if parents/carers do not have access to email.