



# Special Educational Needs and Disability Policy and Guidelines

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# SEND Policy

## Aim:

At Bitterne Manor Primary School we believe that the aims of the educational process are the same for all, but that some children require different types and levels of support at different times. Their entitlement to the highest quality education and full access to a balanced and broadly based curriculum, including the 2014 National Curriculum and extra-curricular activities, remains unaltered by their need for such support. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can 'learn to be the best they can'. Indeed, our commitment to cater for the needs of each child is clearly stated in our school aims and our teaching and learning policy. We aim to raise the aspirations of and expectations for all pupils, including those with special educational needs.

It is our policy to meet the needs of individual children who require additional support at any time in their school life

The purpose of this policy is to provide information about our school's Special Educational Needs and disability (SEND) provision. It also takes into account guidance given in the 2014 SEN Code of Practice 0-25 guidance.

## SECTION A: SCHOOL ARRANGEMENTS:

### What constitutes a Special Educational Need or Disability (SEND)?

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area or of the local education authority;
- c) Are under compulsory school age and fall within the definition (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## Objectives:

- ✓ To ensure access to the curriculum for all pupils.
- ✓ To work with parents and guardians, other schools and outside agencies to ensure that any child's special educational needs are identified early.
- ✓ Take into account the views of the child and the parent(s), provide information and act on concerns.
- ✓ Work in partnership with and use advice from professionals as necessary.
- ✓ Review pupils' progress and interventions regularly to assess their impact.
- ✓ Ensure that best practice is operating within the school through a programme of staff training, careful planning, appropriate support and efficient communication.
- ✓ The school will ensure that the Teaching and Learning policy is fully inclusive and that a range of teaching strategies and effective differentiation is used.
- ✓ The school will use resources effectively to support children.

- ✓ When planning work with children, the school will support the development of the learning values and independent skills.
- ✓ For children with an Education Health and Care Plan, the school will submit evidence, review provision and monitor effectiveness, in line with best practice guidelines.
- ✓ Work within the advice and guidance of national and local authority documentation, including statutory guidelines.

## 2. Roles and responsibilities:

### The Role of the Special Educational Needs Co-ordinator (SENCO):

- To take responsibility for the day-to-day operation of the school's SEND policy and for coordinating provision for all pupils in the school.
- To liaise with the class teachers and teaching assistants in assessing children's needs.
- To liaise with external agencies, support services, other schools and the Local Authority (LA).
- To collate evidence of the needs of SEND children through the SEND register and inform the Governors about the information.
- To advise colleagues on strategies and individual educational plans (IEPs)
- To liaise with parents of children with SEND where appropriate.
- To monitor the progress of individual children and oversee programmes of work/ interventions.
- To review and update resources for SEND.
- To train and monitor the work of the Teaching Assistants (TAs).
- To ensure that the needs of SEND children are reflected in the School Improvement Plan.
- To complete all statutory duties as outlined in the SEND Code of Practice 2014.

The SENCo is non class- based and works part time (Monday-Thursday). The SENCO has successfully completed the post-graduate qualification in SEN at Winchester University (SENCO Accreditation).

The SENCO is also a senior leader in school; is a Designated Safeguarding Lead (DSL) and is responsible for managing looked-after children funding.

### The Role of the Governing Body, including the SEND Governor:

- To do its best to ensure that the necessary provision is made for all pupils.
- To ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have special educational needs.
- To consult the LA and the governing bodies of other schools, when necessary or desirable to improve the school's SEND policy.
- To ensure that a pupil with special educational needs join in the activities of the school, so far as is reasonably practical.
- To report to parents on the implementation of the school's policy for pupils with special educational needs.
- To have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with special educational needs.
- To ensure that parents are notified of a decision by the school that additional provision is being made for their child.

### The Role of the Class Teacher:

- To provide quality first teaching (Wave 1) to optimise learning opportunities for all.
- To provide Wave 2 interventions (programmes that target and support specific groups) for children who need extra support to meet national expectations.
- To swiftly identify pupils with SEND in their class.
- To discuss their concerns with the TA, SENDCo, Phase Leader, Assistant Heads and Headteacher.
- To update and make use of the school's tracking and record keeping systems to identify gaps in knowledge and plan accordingly.

- To work with the TA to write IEPs and target setting documents for individual children, reviewing and updating these termly.
- To ensure that all IEP targets are Specific, Measurable, Achievable, Realistic and Timed (SMART).
- To discuss and timetable opportunities for IEP targets to be worked on, with the TA.
- To discuss targets with pupils and their parents during parents' evening.
- To provide a differentiated, cross-curricular programme for all pupils including those with additional need.
- To add/update information on the school's provision map, in discussion with the SENDCo.
- To work with outside agency support as appropriate.

### **The Role of the Teaching Assistant (TA):**

The school employs Teaching Assistants to support the teaching and learning of all pupils in the classroom and deliver intervention programmes. Working alongside the SENDCo they:

- Plan, teach and assess Wave 2/3 intervention programmes.
- Keep records relating to pupils' progress including reading and intervention records
- Work alongside teachers to ensure children apply their learning in intervention programmes back in class.
- Work alongside class teachers to adapt learning tasks as required
- Support and observe children in class as appropriate.
- Support teachers as appropriate (e.g. tasks, target setting for IEPs etc.)
- Create, store and maintain resources for SEND children.
- Are aware of the need for professional discretion.
- Undertake any other work deemed appropriate by the SENDCo or Head Teacher.

### **The Role of the Headteacher:**

- To be responsible for ensuring that national requirements are met.
- To monitor all the work of those involved with SEND children.
- To ensure that the principles of best value apply to the financing and resource allocation for SEND.
- The Headteacher is also a Designated Safeguarding Lead (DSL)

### **The Role of Parents:**

- To meet regularly with class teachers and when appropriate with the SENDCo.
- To support the work of the school.
- To work with SEND staff to ensure that children feel well supported, confident and have high self-esteem.
- To sign the IEP to show they understand and support the targets and actions.

## **3. Coordinating and managing provision:**

The Head Teacher is responsible for the management of the school, including SEND provision. The SENDCo is responsible for the operation of the SEND policy and the coordination of the provision for pupils with SEND. Teaching and support staff share the responsibility for developing and monitoring the policy.

## **4. Admissions arrangements:**

Admission for pupils with SEND is in line with the whole school admission policy. The school admits pupils with a range of special needs including those with physical disabilities. The school aims to include all pupils with a special educational need but also has an additional duty to ensure this is compatible with the efficient education of others.

## **5. Specialisms and special facilities:**

Bitterne Manor has made modifications to cater for pupils with disabilities. It has a new sensory room, and a disabled toilet with a changing bench and allocated parking space for disabled users. The main corridors are wide and all classrooms and the main playground are accessible by wheelchair. The Quiet Area of the

playground has a specially erected UV filtering canopy and houses tables and benches where children are able to sit quietly.

Sloping boards and pencil grips are available for those children with poor hand control, along with a range of resources used to develop fine motor skills. Laptops are used to develop keyboard skills and tablets with voice recorders are used to provide alternative recording methods.

We have a cosy, child-friendly room known as the Happy Place, with a sofa and cooking facilities. We have Teaching Assistants available on the playground each lunchtime to support pupils who struggle during these less structured times.

Other quiet areas around the school are used for 1:1 or small group interventions including speech and language programmes. The school has a trained Speech and Language TA.

The Local Authority and health services can provide children with visual or hearing impairments with a variety of technical support aids and training for school staff to support these pupils in the mainstream classroom.

## **SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION:**

Termly pupil progress meetings between the Headteacher, SENDCO and Class Teacher/s provide a regular forum for planning and reviewing pupils' progress and action plans. The SENDCO is available to support class teachers and informal discussions occur on a daily basis.

### **Allocation of resources:**

The LA allocates the total notional budget for SEND. This amount is top sliced to support the non-contact time for the SENDCo and to fund wave 3 intervention programmes. The expert support of the Educational Psychologist is also funded from the SEND budget. The remainder of the money, allocated by the LA, is used to support the children in class, for group and individual interventions and to purchase SEND resources.

Each class receives a minimum of 16 hours TA support per week, this equates to support every morning. TAs also run intervention programmes as directed by the SENDCo, in consultation with the class teacher. Emotional literacy, sensory circuits, fine and gross motor skill development and speech and language support are also timetabled throughout the week. The SENDCo organises and reviews who attends these sessions according to individual and group needs.

### **Identification, assessment and review:**

Many children, at some point in their school life, may be identified as having special educational or additional needs. This may mean that they need some extra support for a short while on a temporary basis, or their needs may require help on a longer-term basis.

Under the SEND Code of Practice, need is categorised into four broad categories. These include:

1. Communication and interaction.
2. Cognition and Learning.
3. Social, Emotional and Mental Health Difficulties.
4. Sensory and/or Physical Needs.

The SENDCo maintains a register of children with a Special Educational Need. The statutory definition of Special Educational Needs determines whether a child is placed on the SEND register.

### **Monitoring and Early Identification:**

Teachers will continually measure a child's progress by:

- Monitoring their performance as part of ongoing observation and assessment.

- Their outcomes from the Early Learning Goals at the end of the Foundation Stage.
- Their performance in the phonics screening check at the end of Year 1.
- Their SATs / teacher assessments at the end of a key stage 1.
- Their progress against the end of year expectations, as detailed in the 2014 National curriculum.
- Salford Reading Test and NFER assessments
- The gap analysis system used by the school for tracking end of year expectations.
- School produced target sheets.
- Checklists provided by external agencies.

### SEND Support:

As children progress through the school it may be appropriate to remove or add a child to the SEND register. This decision must be taken by *both* the child's class teacher and the SENDCo. In either situation, the class teacher informs the parent of this decision.

When a child has been identified with a SEND, the class teacher should provide interventions or support that is additional to or different from those provided as part of the school's usual differentiated curriculum. SEND Support is triggered when the child:

- Makes little or no progress following the targeting of appropriate teaching approaches.
- Has poor attainment in some curriculum areas.
- Presents persistent social, emotional or mental health difficulties
- Has sensory or physical problems and continues to make little or no progress, using specialist equipment.
- Has communication and / or interaction difficulties.

Appropriate support is planned for and carried out. Progress is carefully monitored as part of the Plan-Do-Review cycle. An IEP will be written detailing the support that is planned and it will be reviewed with the child and the parents/ carers termly.

Intervention programmes in the school include:

- Numicon (Maths)
- Catch-Up Numeracy Programme
- Lexia Reading Intervention
- Bear Necessities (Phonics Programme)
- Precision teaching (Literacy & Numeracy)
- Paired reading (Reading)
- Narrative Programme (Speech and Language)
- Active Listening (Speech and language)
- Bucket Time (Speech and language)
- Emotional literacy support
- Time to Talk (programme to develop oral and social interaction skills)
- Talkabout Intervention (to develop self-esteem and social interaction skills)

Children who are still working on the Early Years Foundation Stage Profile by the spring term in Year 1, will be assessed using the Engagement Model or through pre key stage standards and placed on the SEND register.

Children are not added to the SEND register where they have not made progress as expected, and are simply underachieving. Other factors may also impact on progress and attainment and do not constitute a special educational need including:

- Attendance and punctuality.
- Health and welfare.
- English as an additional language (EAL)
- Being in receipt of pupil premium.

- Being a looked-after child.

In such situations Quality First Teaching is the most effective means of meeting the child's needs. This is equally so where behaviour, emotional or social concerns can be addressed through the school's behaviour policy and physical and sensory needs can be addressed within normal classroom provision.

### Provision Mapping:

A provision map is an 'at a glance' way of showing the range of provision Bitterne Manor Primary School makes for children with special and other additional needs, through additional interventions.

At Bitterne Manor Primary School the provision map:

- Audits how well provision matches need and addresses gaps in provision;
- Ensures progression and age appropriate interventions;
- Identifies strengths in provision and areas for development.
- Seeks to eliminate repetitive or ineffective use of resources;
- Demonstrates accountability;
- Informs parents, external agencies and OFSTED inspectors of how resources are being used to meet needs.
- Assesses school effectiveness when linked with outcomes for pupils through review of the provision;
- Supports the school in setting annual objectives and success criteria for Special Educational Needs & Disability.
- Focuses attention on whole-school issues of teaching and learning including individual child issues.
- Plans development to meet pupils' identified needs;
- Records changes in provision and enables a seamless transition between classes, key stages and schools from class to class or school to school;
- Is used to support writing Individual Education Plans.

The provision map is produced by the SENDCo and updated termly in consultation with class teachers and TAs.

### Support of Outside Agencies:

If a pupil does not make sufficient progress, despite receiving an individualised programme, the SENDCo and class teacher may feel that there needs to be a request for help by external agencies. The following criteria are used to guide such decisions:

The child,

- continues to make little or no progress in specific areas over a longer period of time.
- is working significantly below an expected level for their age, despite appropriate provision being put in place.
- continues to have difficulty in developing literacy and mathematical skills
- displays social, emotional or mental health difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised programme
- has sensory or physical needs requiring specialist equipment or regular advice and/or visits by a specialist service.
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

This support may come from a Specialist Teacher Advisor (STA) for hearing or visual impairment; NHS Speech and Language Therapist (SALT), Educational Psychologist (EP), Physiotherapist and/or Occupational Therapist, Southampton Advisory Outreach Service (SAOS), The Primary Heads Inclusion Group and the Compass School for behaviour or learning, the Child and Adolescent Mental Health Service (CAMHS) or The Mental Health in Schools Team (MHST). Prior to any external support being requested, the parent / guardian will be fully consulted and permission sought. The support of local charities can also be accessed

to support pupils and families of those with specific needs (e.g. Autism Hampshire) or to help deal with loss and bereavement (e.g. Simon Says / No Limits).

### **School request for a statutory assessment:**

If a child demonstrates a significant cause for concern the SENDCo will request a statutory assessment by the Local Authority (LA). Parents will be fully consulted. The school will follow the policies and procedures of the LA and SEND Code of Practice. Written evidence from the teacher, TA, external agencies, parents and child will be assembled by the SENCO to support the request.

### **Education Health and Care Plans:**

The LA may decide that to meet the child's special educational needs, an Education Health and Care Plan (EHCP) is required. This is a formal document detailing the child's learning difficulties and the help that will be given. If an EHCP is agreed, the school will ensure that appropriate, short-term targets are recorded on the IEP and shared with parents and the pupil. Advice concerning provision and specialist equipment or support will be followed and the SENCO will be responsible for:

- Working with the Local Authority and outside agencies to implement the EHCP.
- Monitoring provision in accordance with the plan.
- Reviewing the plan on an annual basis in accordance with the 2014 SEND Code of Practice, requesting advice from: the child's parents, representatives of the LA, other professionals involved with the pupil. Wherever possible the pupil will be actively involved through a child-centred review to celebrate their achievements and set appropriate targets.

Further information on EHC plans and Southampton City Council's local offer can be viewed online at:

<https://www.southampton.gov.uk/schools-learning/send-local-offer/>

### **Inclusive practice:**

- A planned and differentiated curriculum supported by the class teacher, SENDCo and TAs provides access to a broad and balanced curriculum, including all appropriate areas of the National Curriculum. This is Wave 1 quality first teaching.
- SEND pupils are integrated into the life of the school through the use of in-class support (particularly during Literacy, Maths and Reading sessions) and differentiated resources. Support is given both in groups to support the curriculum and via withdrawal to meet individual targets.

### **Evaluating success:**

We will evaluate the success of the SEND policy and practice by:

- The percentage of children on the SEND register per class, decreasing as classes move up through the school.
- The number of children meeting the age expected outcomes at the end of the year or showing significant progress towards them increasing.
- The gap between children's chronological ages and their reading or number ages decreasing over the course of Wave 3 interventions.
- Pupils meeting their IEP targets or showing significant evidence of progress towards targets at the IEP reviews
- On-going teacher and TA observations of the child in the daily classroom setting.
- Differentiated short-term planning by the class teacher to meet the child's needs.
- Records and evidence of the child's work showing progress towards curriculum objectives.
- Discussion at an appropriate level with the child about their progress.
- Discussion with parents about the child's progress.
- Discussion with outside agencies about the child's progress
- Successful requests for additional funding.

## **The success of the policy will result in the needs of all children with SEND being met by:**

- Having the systems in place to identify children as early as possible.
- Making use of good practice in planning for, teaching and assessing children.
- Regular review of the child's progress against targets set.
- Providing additional intervention if progress is not adequate.
- Having an EHCP if appropriate.
- Considering the wishes of the child at an appropriate level.
- Having a positive and effective partnership with parents.
- Encouraging a multi-disciplinary approach whenever possible.

## **SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### **Staff development:**

The SENDCo has completed the SENCO Accreditation postgraduate qualification and is well supported through training given by the LA and through the local SENCO Cluster Groups.

TAs have regular meetings with the SENCO. Some of this is led by the SENCO, some by other TAs sharing good practice ideas or information from courses they have attended. TAs are also involved in whole staff training during Inset days.

There are also opportunities for more specific training with the Maths and English Leaders. All TA training is linked to their performance management targets, areas for which are planned by the SENDCo and the Senior Leadership Team. The focus is on the whole school improvement plan and national initiatives.

The SENDCo undertakes formal observations of TAs practice, related to their targets and gives written feedback on strengths and an area for development. The SENDCo also works alongside TAs in the classrooms informally, praising their good efforts and giving them ideas to improve their practice.

Teachers have training in SEND as part of the staff meeting programme and/or during INSET days. They are released to attend review meetings with outside agencies which support their good classroom practice. The SENCO is also involved in lesson observations to review the impact of Wave 1 quality first teaching.

School staff have annual training on the use of epipens, asthma and Type 1 Diabetes, as appropriate. There are trained first aiders in school at all times and specific training has been given to support pupils with very specific medical needs.

### **Partnership with parents:**

Parents are encouraged to participate fully in the education of their children through a range of formal and informal opportunities including:

- Termly parent/ teacher consultations where teachers share the IEPs.
- Book Looks – informal opportunities for pupils to share their learning with their parents / carer.
- Comments on termly reports
- Annual meetings to review EHCPs
- Opportunities to make an interim appointment with the class teacher and/or SENCO.
- Attendance at the termly SEND Parent Coffee Mornings/ parent workshops
- Informal contact.

The school encourages parental involvement as much as possible so that the child's best interests are served.

### **The voice of the child:**

- Teachers and TAs are given time termly to review and re-write IEPs and share these with the child.
- Books are reviewed to inform their discussions. The children's views are taken into consideration at these times and pupils are encouraged to set their own challenging targets.

- Child friendly IEPs are used. These are written in the child's language. They contain information about what the child can do to meet their targets, as well as who will support them and when. Each child has a copy of their IEP in their books to refer to and share with others whenever they want. TAs and teachers talk through new IEPs with individuals to ensure they understand what they contain and their role in them.
- Assessment for Learning approaches are used so children review their achievements and plan the next steps in their learning.
- Pupils with an EHCP are involved in the review process through a child-centred approach. The children have an opportunity to collate a series of pictures and work samples, which they share at the meeting, to celebrate their successes and opportunities throughout the year.

### **Links with other schools and transfer arrangements:**

- Staff visit the pre-schools who transfer children to BMPS, to discuss individuals. They also receive documents which show progress in the Foundation Stage. Home visits are made to meet children and families in their own environment.
- Extra pre-school visits, focusing on individuals are made where beneficial and a transition book is created.
- Links with the secondary schools in the area are firmly established and they are invited to the annual review meeting of any pupil in Year 6, in order to plan transition carefully.
- All pupils' records are forwarded to the transitioning school.
- The year 6 teachers meet with secondary staff to discuss individuals and the SENDCo liaises with the secondary SENCDs.
- Visits are made by secondary staff and pupils to see our children and by our children to see the secondary school and staff.
- Extra visits for children are arranged as appropriate.
- External agencies liaise with schools when children with special or additional needs transfer, to ensure continuity of support.

### **Links with other agencies, organisations and support services:**

The school maintains good working relationships with a range of outside agencies, organisations and support services:

- The School Nurse: The school nurse carries out healthcare interviews for children in year R. The school nurse is also available to discuss health-related issues regarding specific children.
- The Educational Psychologist (EP): The EP works regularly with the SENDCo and school staff to ensure the best provision for referred children. The EP consults with the class teacher, parents and the SENDCo and helps form action plans.
- The Educational Welfare Officer (EWO): The EWO can be contacted to discuss and act upon issues relating to children's attendance, lateness and welfare.
- Speech Therapist (SALT): The speech therapist visits the school to assess and monitor children following a speech programme in school. She offers advice to staff about children with speech and language difficulties and sets up and reviews speech and language programmes where necessary. Where the pupil's need does not meet the criteria for the SALT, they may be seen by the school's Speech and Language Teaching Assistant.
- Physiotherapists: The physiotherapist can visit the school to support specific children. She can liaise with TAs who carry out the programmes which are monitored by the SENDCo.
- Occupational Therapist: The occupational therapist visits if there is a specific child who needs support. She will devise and review programmes with the TAs, teachers, parents and the SENDCo..
- Southampton Advisory Outreach Service (SAOS): SAOS support can be requested by the school to advise on ways forward for children in need of support. This can relate to learning or behaviour needs.
- The Primary Heads Inclusion Group (PHIG): individual cases can be referred to PHIG for problem solving support.

- The Compass School: The school provides transitional, full time education and support for learners who are not accessing mainstream schools.
- Southampton Language Service (SLS): Bi-lingual assistants visit the school to support children with a variety of mother tongue languages. They will help identify those children who also have SEND needs, by assessing their abilities in their home language.
- Advisory Teachers: Advisory teachers will be asked to visit the school to support children with specific needs. They assess children's progress and advise the staff, the parents and the children. Previously we have been supported by the Advisory Teachers for visual and hearing impairments.
- Family Engagement Workers, Social Services and MASH: Support can be accessed from these services if a family is struggling or there are safeguarding concerns.
- The Mental Health In Schools Team (MHST): An NHS service created to improve access to mental health therapies for young people while also helping schools to improve their understanding and support for mental health. The aim of MHST is to improve early intervention and prevention of mild to moderate mental health difficulties.
- Charitable organisations, e.g. No Limits, Simon Says, Autism Hampshire, YMCA and Young Carers: Support can be accessed from these services to support the family or pupils.

### **Reviewing the Policy:**

The SEND policy is reviewed annually. This is in consultation with parents of SEND. School staff are consulted through TA and staff meetings. The SEND Governor also contributes on behalf of the Governing Body.

### **Storing and Managing Information:**

SEND records are managed, stored and disposed of in line with the school's policies on information management. SEND records are stored electronically on the school's secure network and are only accessible to the staff that require them. All paper records are stored in a locked filing cabinet and are transferred to the receiving school when a pupil transitions. All confidential paperwork is shredded prior to disposal.

### **Complaints procedures:**

If parents have any concerns about their child's progress or provision, they are encouraged firstly to see the class teacher. The next step would be contacting the SENCO, who would be happy to discuss any issues. If questions still remain, parents should arrange to consult with the Head Teacher. Finally, the governing body can be contacted. If a parent still has concerns they may approach outside agencies, such as the Southampton Information, Advice and Support (IAS) Services (Formally known as Parent Partnership). Lastly, they may follow the Local Authority's Complaints Procedure, once other channels have been explored.