

BISPHAM ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL

GOVERNORS' POLICY FOR SPECIAL EDUCATIONAL NEEDS

REVIEWED JAN 2025



School Mission Statement

"Firmly rooted we flourish"

At Bispham Endowed Church of England Primary School we are fully committed to meeting the needs of pupils with Special Educational Needs and Disabilities so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. We have due regard to the SEND Code of Practice September 2014.

Definition of Special Educational Needs (SEN)

'Children have Special Educational Needs if they have a learning difficulty, which calls for special educational provision to be made for them.' (SEN Code of Practice).

Children have a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age in schools within the area of the Local Education Authority.

Children should not be regarded as having a learning difficulty because the language of their home is different from the language in which they are taught.

Special Educational Provision means provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in Local Authority Schools, other than Special Schools in the area.

Principles and Values

In our provision for pupils with SEN, we seek to:

- Ensure all pupils are valued equally.
- Ensure all pupils make progress.
- Work in close partnership with parents/carers and children.
- Ensure staff work closely together.
- Ensure that Special Educational Needs are identified and assessed as early as possible.
- Ensure pupils' needs are met as soon as possible.
- Work proactively and co-operatively with the Local Authority and other agencies (including Educational Psychologists, Social Services, Speech Therapists, Advisory Teachers and Medical Services) in identifying, assessing and meeting Special Educational Needs.
- Maintain and develop a range of expertise and knowledge within school.
- Monitor, review and evaluate policy and provision on a regular basis.

Partnerships

We believe that to successfully meet the needs of children with SEN, strong partnerships are necessary between all involved – parents/carers, children, staff and other agencies. We realise the importance of clear information and good communication and an understanding of roles and responsibilities.

Partnership with Parents/Carers

At Bispham Endowed, we value and accept the positive role and contribution parents and carers can make. We make every effort to work in full co-operation with parents/carers at all times, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure the needs of their child are identified and met as soon as possible. The school endeavours to provide relevant information so parents/carers can play an active part in their child's development and reinforce learning at home.

At Bispham Endowed, we endeavour to support parents/carers so that they are able to:

- Recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND Framework.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support about special educational provision.

The school informs parents/carers when special needs are first identified in writing and keeps parents/carers informed of any changes.

Parents/carers are invited to regular review meetings, at least three times a year and are encouraged to contribute to the implementation of personalised plans using the 'assess – plan – do – review' process. Copies of personalised plans detailing current targets for the child are signed by parents/carers and shared with all those who work with that child. The SENCO meets with parents/carers to discuss concerns, assessments or provision for their child at additional times to the review meetings. These are arranged to suit parents/carers and involve appropriate professionals.

Roles and Responsibilities

Provision for pupils with Special Educational Needs is a matter for the school as a whole. In addition to the Governing Board, Headteacher and SENCO, all members of staff have important responsibilities. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may or may not have SEN.

The Governing Board

The Governors, with the Headteacher and staff at Bispham Endowed, have agreed this policy and the procedures for meeting the needs of those pupils with Special Educational Needs, with or without a Statement/Education, Health and Care Plan. The Governors determine the staffing and funding arrangements and oversee the school provision and work.

The SENCO presents a report to Governors at meetings three times a year. The Governing Board report annually to parents/carers on the school's policy on SEN.

The Governing Board of Bispham Endowed, endeavours to follow the guidelines as laid down in the Education Act 1966, the Code of Practice 2014 and included in the 2003 Green Paper, Every Child Matters, in order to:

- Do its best to ensure that the necessary provision is made for any pupil with SEN.
- Ensure that where the Headteacher has been informed by the Local Authority that a pupil has Special Educational Needs, those needs are made known to those who are likely to teach them.
- Ensure that all teachers are aware of the importance of identifying and providing for those pupils who have Special Educational Needs.
- Ensure that a pupil with SEN is fully included in the activities of the school, together with pupils who do not have special needs, so far as is reasonably practicable. This should be compatible with the child receiving the special educational provision their learning needs call for and the efficient education of their peers, as well as the efficient use of resources.

Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with Special Educational Needs. The Headteacher works closely with the SENCO and keeps the Governing Board fully informed on Special Educational Needs issues.

Special Educational Needs Co-ordinator (SENCO)

The SENCO at Bispham Endowed is Victoria Hewson. The SENCO with the Headteacher, plays a key role in determining the development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.

The SENCO takes responsibility for the day-to-day operation of the SEN policy and co-ordinates the provision for individual children, working closely with staff, parent/carers and other agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with SEN. There is close liaison with Mrs Sara-Michelle Farina, the school's Behaviour and Pastoral Care Manager.

Through analysis and assessment of children's needs and by monitoring the quality of teaching and standards of pupils' achievements and the setting of targets, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO liaises with Curriculum Co-ordinators to ensure learning for all children is given equal priority.

The main responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEN policy.
- Co-ordinating provision.
- Liaising with and advising teachers.
- Ensuring Teaching Assistants / Special Support Assistants are well managed by teachers to meet the needs of children with SEN.
- Maintaining records for children with SEN.
- Having a clear overview of the 'Assess – Plan – Do – Review' process for children requiring 'SEN Support' and with Statements or Education, Health and Care Plans.
- Overseeing provision and progress for children at 'SEN Concern' (those who concern is expressed over but who are not yet 'SEN Support' on the SEN Register.
- Maintaining the SEN Register.
- Liaising with parents/carers of children with SEND.
- Contributing to INSET.
- Liaising with external agencies, including the Local Authority Support and Educational Psychology Services, Health and Social Service and voluntary bodies.

All Teaching and Support Staff

All staff should be fully aware of the procedures for identifying, assessing and making provision for pupils with SEN. The SENCO is involved in the induction of new staff to ensure they have necessary support with this.

Class teachers are fully involved in providing for the needs of the children in their care. They collect additional required information for the SENCO and other agencies and contribute to target setting in review meetings. Class teachers are responsible for setting suitable learning challenges, for responding to pupils' diverse needs, for overcoming potential barriers and for monitoring progress.

Teaching Assistants / Special Support Assistants liaise with the SENCO and class teachers on provision, pupil response and progress, to ensure it is appropriate for the children they are working with.

Early Identification

At Bispham Endowed we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If we are aware that a child has Special Educational Needs before

they enter school, every effort is made to liaise with the early education setting, other agencies and parents, to enable us to make appropriate provision.

We are open and responsive to expressions of concern from parents/carers, and take account of any information that parents provide about their child.

Record Keeping

We recognise the importance of keeping records to meet the needs of individual pupils and use the following procedures:

- Class teachers are responsible for keeping records of concerns, intervention and progress in class.
- The SENCO is responsible for ensuring comprehensive records are kept for all children on the SEN Register and are available as needed.
- If a child is referred for Statutory Assessment to the Education Authority, a record of the child's work, along with resources and special arrangements already used, are made available.
- Bispham Endowed uses a personalised plan to record the 'assess – plan – do – review' process.
- On transfer to another educational establishment, we provide full pupil records to the SENCO.

Monitoring Children's Progress

The progress of all pupils is monitored throughout the school by the class teacher who keeps records and provides differentiated work, if appropriate. Attainments are recorded at the end of each half term and added to 'assessment pictures'.

Whatever the level of pupils' difficulties, the main test of how far their learning needs are being met is whether they are making adequate progress. This can be defined in a number of ways.

For instance, progress that:

- Closes the attainment gap between the child and his/her peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same baseline, but less than that of the majority of the peer group.
- Matches or betters the child's previous progress.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates an improvement in behaviour.

Where progress is not adequate, it is necessary to take some additional or different action to help the pupil learn more effectively. Therefore, if a teacher has a concern about the progress of a particular pupil despite differentiated work and focussed interventions, the following procedure takes place.

First Response

The teacher will use the "First Quality Teach Check List," to ensure that the classroom and the teaching is inclusive of all different learning styles and that reasonable adjustments are made to ensure every learner can access the curriculum to the best of their ability. The class teacher will then refer to the "First Concerns Strategies" and will begin to implement these. At this point, the class teacher will open up conversations between school and home and discuss strategies that are being tried within the classroom also giving the parents the opportunity to raise any concerns that they have at home. The class teacher will monitor the progress of the child by using SMART targets that have been set and using intervention slots to help to promote the progress. If within the term the class teacher does not feel that sufficient progress has been made, then the SENCO is to be informed and the child discussed. The child's parents/carers are kept informed of the teacher's concerns and are encouraged to contribute information about their child.

If it is decided that closer monitoring of progress is needed, with the consent of parents/carers, the child is placed on our Special Needs Register under 'SEN Support'. Parent/carer's will be informed in writing. The letter will identify the area of needs, useful contact details and information about accessing Sendiass. At this point, the category of special needs will be identified under one (or more) of the following:-

In the Special Educational Needs and Disability Code of Practice, there are four broad areas of needs:

Communication and Interaction (C&I) – children with speech, language and social communication needs (SLCN) and children with an Autism Spectrum Disorder (ASD).

Cognition and Learning (C&L) – children who learn at a slower pace than their peers, even with appropriate differentiation. This could include moderate learning difficulties (MLD), specific learning difficulties such as dyslexia, dyscalculia and dyspraxia (SPLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD).

Social, Emotional and Mental Health Difficulties (SEMH) – children who may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated and/or displaying challenging, disruptive or disturbing behaviour. This area also includes those children who may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attention disorder.

Sensory and/or Physical Needs (SM) – children who may have a disability which prevents or hinders them from making use of the educational facilities generally provided. This may include vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or physical disability (PD).

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time.

The triggers for intervention through the 'Concern' stage, could be the teacher's or other's concerns. There should be evidence about a child who, despite receiving differentiated learning opportunities:

- Makes little progress, even when the teaching approaches are targeted to areas of weakness.
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in other areas of the curriculum.
- Presents persistent emotional, behavioural or social difficulties which do not improve through the school's behaviour management systems.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Nature of intervention

At this early stage of the Graduated Approach, it is our responsibility to provide any extra support. The Class teacher will decide on the action needed to help the child to make progress, this will be based on a number of strategies provided by the "Blackpool Inclusion Team." The SENCO will be on hand to discuss the child and offer advice and support to the class teacher.

Intervention strategies could include:

- Deployment of extra staff to enable one-to-one or small group tuition (depending on financial resources and staff availability).
- Provision of different learning materials or special equipment.
- Staff development and training.
- Advice from the SENCO on resources or intervention strategies.

A record is kept by the class teacher of the deployment and outcome of these interventions.

SEN Support

If a child continues to show a lack of expected progress over a period of time, he/she is put on the SEN register and identified as 'SEN Support' on the Code of Practice.

The 'Assess, Plan, Do, Review' process is followed for all children who are placed on the SEN register at SEN Support. A personalised plan is drawn up which records appropriate SMART targets (Specific, Measurable, Achievable, Realistic, Time-bound), strategies/interventions, resources, success criteria (what success will look like), outcomes and suggested next steps. The personalised plan also records the child's strengths, area/s of concern, the SEN category/s of need and current assessment data. It will also contain information about what the school can offer the child in terms of intervention, support from outside agencies and the Blackpool local offer. It details what aspirations the school, the parent and the child have within the current academic year. This document is co-produced with the parent/carer's, the teacher, the Senco and the child. A meeting will be arranged and this will form the basis of the plan. A written copy of the plan will then be produced by the Class teacher and the Senco. This personalised plan is shared with parents/carers and is also used to review and plan for the next 'Assess, Plan, Do, Review'.

Review of the 'Assess, Plan, Do, Review' document should be at least termly and should involve parents/carers and the child (where possible).

At a review meeting, the school and parents might decide to request help from external professionals or agencies. The SENCO then completes referral forms for the relevant services and the child would usually be seen in school, if that is practicable, so that advice can be given to teachers on new targets and strategies.

The triggers for intervention at SEN Support could be that despite following the 'Assess, Plan, Do, Review' process the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues to have difficulty in developing literacy and numeracy skills.
- Continues to work substantially below the expected standards for the child's year group.
- Has emotional or behavioural difficulties that interfere, substantially and regularly with the child's own learning or that of the class.
- Has sensory or physical needs and requires specialist equipment, regular advice or visits by a specialist service.
- Has continuing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

External Support Service Intervention

Where the school seeks help from external support agencies, the following points are taken into consideration.

- The support agencies need to see the child's records to establish which strategies have been employed and which targets have been set and achieved.
- The support agencies can advise on new and appropriate targets and strategies for child's 'Assess, Plan, Do Review' personalised plan.
- Specialist assessment arrangements may be necessary. If so, outside specialists e.g. an Educational Psychologist, could be required for this.
- The SENCO, class teacher and the external specialists consider a range of teaching approaches, appropriate equipment and teaching materials, including ICT.
- The external specialist may act in an advisory role, assess the child or be involved in teaching the child directly.
- The strategies specified in the 'Assess, Plan, Do Review' personalised plan should be implemented as far possible, in an inclusive classroom setting.
- The interventions drawn up in the plan are delivered by the class teacher and/or additional teaching assistant support.
- If more detailed advice from other outside professionals is necessary, the consent of parents/carers is sought. This is recorded in the child's file by the SENCO.

Statutory Assessment

The special educational needs of the majority of children in Bispham Endowed are met effectively through SEN Support. However, if there is still significant cause for concern with a child after appropriate

support and intervention, the school submits a request to Blackpool Education Authority's 'PSAM' panel for a statutory assessment.

The assessment is conducted by the education authority in close collaboration with parents/carers, the school and other agencies who are involved. The school is aware that statutory assessment does not always lead to an Education, Health and Care Plan.

The school provides evidence to Blackpool Authority to show that strategies and recommended programmes which have been implemented over a period of time, have had limited or no success.

The SENCO is responsible for this and includes documentation showing:

- A chronology of action detailing provision made by the school at 'Concern' and SEN Support.
 - Previous personalised plans and recent evidence of the 'Assess, Plan, Do Review' process.
 - A record of regular reviews.
 - Information about the child's health.
 - National Curriculum assessments.
 - Evidence of progress over time.
 - Evidence of the involvement of professionals and assessments completed by the Educational Psychologist or advisory specialists.
-
- The views of the parents and child.
 - Any involvement of Education Welfare or Social Services.

Until a decision is made, the child continues to be supported at SEN Support.

Education, Health and Care Plan

When the Statutory Assessment has been completed, the Education Authority decides whether to issue an Education, Health and Care Plan (EHCP). The EHCP should clearly specify provision necessary to meet the needs of the child.

At Bispham Endowed we endeavour to provide education in line with the recommendations, including appropriate facilities and resources, staffing arrangements and any necessary modifications to or exclusions from the National Curriculum. We aim to provide a broad and balanced curriculum to all children.

All children with an EHCP have a personalised plan with short-term targets which are reviewed once a term. These plans are drawn up by the SENCO and the class teacher in collaboration with external agencies, parents/carers and the child.

Where the Education Authority declines to provide an EHCP, the school can request a reassessment after six months. Parents/carers have a right of appeal against the decision to the SEN tribunal.

Annual Review

There is a formal annual review for all children with EHCPs, when parents/carers, the Education Authority, school and all other professionals involved, are invited to meet and consider the progress made over the previous year.

The purposes of the review are:

- To assess the child's progress towards meeting the objectives specified in the EHCP.
- To review the special provision made for the child.
- To consider the appropriateness of the EHCP and whether it needs to be amended or to be maintained.

The Head Teacher has delegated responsibility for the administration of annual reviews to the SENCO.

Review procedures:

- The SENCO seeks written advice from parents/carers and all professionals/agencies involved with the child and are invited to attend the meeting, including the pupil who may attend for all or part of the review.
- The SENCO circulates copies of any written advice received to those invited to the meeting at least a week before the review.
- The school's advice is written by the SENCO in collaboration with the class teacher and support staff. This reports on progress, behaviour, attitude to learning and the continued appropriateness of the EHCP.
- The annual review meeting is normally be arranged in school and is chaired by the SENCO.
- After the meeting, the SENCO prepares a summary report and submit it to the Education Authority and to all those who attended the meeting or who gave apologies for not being able to attend.

Transfer to Secondary School

When organising the annual review, we consider the following points before the child's transfer to secondary school.

- The move to secondary school is discussed in the Year 5 review.
- Parents/carers are encouraged to visit the secondary schools to consider the options available.
- The Year Six review is held in the autumn term.
- It is important that placements are finalised as soon as possible so any necessary arrangements can be made.
- The SENCO from the receiving school is invited to a transition review in the summer term.

All records are passed on to the receiving secondary school for all children on the SEN Register. Extra visits and support are arranged to ease transition.

Resources

Funding for SEN is received from the Education Funding Agency. The budget allocated is used to provide teaching, special support assistants and resources.

SEN funding is reviewed annually and reported to parents in the Governors' Report.

The SENCO maintains detailed records of all pupils on the SEN Register. All teaching staff have a Special Needs file in their classrooms containing copies of personalised plans, review/meeting notes and any other assessments or relevant reports and documentation. This file is made available to all teaching staff, support staff and supply teachers working with the children.

In addition to the class files, the SENCO regularly updates SEN records on Google Drive which is available to all teaching staff. Each child on the SEN register has a folder in which copies of reports, personalised plans, letters from outside agencies etc. can be uploaded. There is also an ongoing SEND Pupil Record that all staff have access to and can contribute towards. On this record, details of parent/carer meetings, observations, reviews, pupil assessments, details of interventions, input of outside agencies etc. can be recorded. This gives an invaluable chronology of concerns and support.

There are a wide range of resources available to support children with SEN. These are kept centrally in the Special Educational Needs Resource Area and in the SENCO's room.

The school building is accessible for disabled pupils. If further adaptations are necessary for individual pupils, the Governing Body considers what reasonable steps can be taken.

Bispham Endowed has a duty to prepare an Accessibility Plan for disabled pupils. The Accessibility Plan is reviewed every three years and included in the Governors' Report.

Evaluation

This policy is the subject of continuous review by the Headteacher, SENCO, SEN Governor, teaching and non-teaching staff.

Complaints Procedure

In the first instance, parents'/carers' complaints about the provision or organisation of SEN are dealt with through the procedures outlined in the Whole-School Complaints Policy. If there continues to be a disagreement with regard to the SEN provision, Blackpool Education Authority will make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between parents and the school. Parents/carers have the right to appeal to a SEN tribunal at any stage.

Policy written, reviewed and revised by Victoria Hewson (Inclusion Manager/SENCO) Jan 2025

