

Bede Burn Primary

We think big, we dream big and we go for it!



**Special Educational Needs
and Disability**

SEND Policy

The special educational needs of our children are the responsibility of all teachers and support staff at our school. We aim to deliver a curriculum which meets the needs of all of our children. The school's SENDCO is Amanda Lenney, one of the Assistant Head Teachers and a member of the Senior Leadership Team.

The SENDCO is responsible for:-

- The daily operation of the policy,
- Working with teachers to provide advice and support in working with children who have special educational needs or a disability.
- Managing the records of children with additional needs.
- Working with the Head Teacher to place support staff appropriately and to organise the intervention timetable.
- Liaise with agencies which provide support to our children, including the Local Authority's support services, the Educational Psychology Services and health services.
- Providing the Head Teacher and link governor with information about provision of SEN in Bede Burn Primary School.

At Bede Burn Primary School, it is our aim to:-

- Work within the guidance provided in the SEND Code of Practice 2014.
- Recognise and provide for the children in our school who have special educational or additional needs.
- Ensure that the children in our school achieve their potential, by providing quality first teaching, effective use of resources and utilising the expertise of our staff.

- Promote emotional well-being for both our staff and children, to develop self-esteem and foster the ethos of respect to help develop our children into responsible members of society.

How do we identify children who have special educational needs.?

Children in our school are assessed throughout the school year, using both formal and informal methods. The informal methods may include observations and assessments during lessons, while the formal methods include end of unit or end of term assessments.

The child will be identified as having special educational needs in the following way:

- Lesson observations by the teacher.
- Teacher assessments.
- Data analysis over both short and long term.
- Pupil progress meetings, including reading, writing and maths data - both attainment and progress. The meeting is attended by SLT and the teacher.
- Parental concerns
- Information from outside agencies, including previous schools.

At Bede Burn Primary School we recognise the importance of seeing the child as a whole, rather than narrowing the focus to the special educational needs. We recognise that there are children who would not be considered to have special educational needs, however they could have other needs or circumstances which could have an impact on the attainment and/or progress this could include:-

- Health issues affecting attendance and resilience
- Attendance and punctuality
- Disability

- Looked After Children
- EAL
- Pupil Premium Grant
- Child of a Serviceman or woman

Supporting children and families

We believe that our children should experience a broad and balanced curriculum, to this end we provide opportunities and support for learning that can be accessed by all pupils.

Quality first teaching is at the core of our provision for all our children, including those with SEN, staff recognise their role in providing for the needs of all children in their care. They do this in a range of ways including differentiated work, different levels of support, directed tasks and having high expectations for all.

We recognise the vital role that parents play in supporting their children both in and out of school. We operate an open-door policy, where we aim to respond to a parent's requests for meetings, information or support as quickly as possible. As a school we aim to share information on progress and developments, we are introducing termly meetings for children recognised as having SENDCO, where the pupil's and parents' voice can be heard.

Children have a right to be involved in decision making and we aim to provide opportunities for our children to express their thoughts about their own learning, any needs they perceive they have, to be involved in setting targets for themselves and in reviewing their progress, celebrating their success both big and small.

The SEND register

A pupil's inclusion on the SEND register is dependent on range of factors including:

- Attainment compared to ARE
- Progress across the term, school year and key stage.
- Diagnosis by agencies which identify a need which needs support, including support by staff or extra provision of equipment.

Provision maps indicate the need and support for individuals and groups, identifying starting points, targets and the actions and support that are being put in place to give the children the opportunity to achieve their targets. The timescale is also indicated with the teacher then assessing the outcomes, this then informs the next steps. In doing this we follow the Assess, Plan, Do and Review cycle.

Support we provide includes:-

- In class small group or individual support by a Teaching Assistant
- Withdrawal of small groups or individuals by Teaching Assistant
- Use of differentiated resources to complete a task
- Provision of specialised resources for children eg wobble cushions. Fidget "toys" iPads
- Resourcing special support services eg speech and language service, counselling, yoga

Monitoring and Evaluation of SEND provision

The Head Teacher, SENDCO and SLT regularly monitor and evaluate the SEND provision in our school. The methods for this include regular "drop-ins" during the school day, learning walks and lesson observations, book reviews and pupil progress meetings where the teacher is given opportunities to discuss attainment and progress of all children including those with SEND. In doing this we seek to provide high expectations and experiences for all.

September 2017

This policy will be reviewed annually.

Date to be reviewed September 2018