



Bentley Church of England Primary School

Governor Policy Tracker Sheet

Originally written	Vicky Enticknap, SENCo 2015
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Period of review	Annual in academic year
Review lead	Josie Elliott
Governor Committee	FGB

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 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 (September 2014)
- Schools SEN Information Report Regulations 2014

Philosophy

Our aim is to provide the best possible education for each individual child. No effort is spared at Bentley to try to ensure that every child has the opportunity to reach his or her potential, to develop good relationships and to discover new interests. This can be achieved only where the child feels happy and secure. As in many schools, the children come from a variety of backgrounds and have a variety of abilities. It is our intention that every child feel at home in the school.

Bentley CE Primary School has a named SENCO who is a qualified senior teacher and has been in post for eleven years. There is also a named governor responsible for SEN. They ensure that the Bentley Special Needs Policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

At Bentley it is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Definition of Special Educational Needs

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England, health care provision or social care provision which educates or trains a child is to be treated as special educational provision. Code of Practice 2014

Provision for children with special educational needs is a matter for the whole school. The governing body, headteacher, SENCO and all other members of staff, particularly class teachers and learning support assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs and quality first teaching and differentiation is the first step in responding to pupils who have or may have special educational needs.

Aims and Objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils that do not have SEN
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

How are special educational needs identified?

At Bentley CE Primary School children are identified as having special educational needs in a variety of ways including the following:

- Liaison with pre-schools and nurseries/previous school
- Pupil progress and transition meetings
- Tracking children in English and maths and identifying children performing below age expected levels
- Screening such as Dyslexia Early Screening Test (DEST) or Dyslexia Screening Test – Junior Version (DST – J)
- Concerns raised by parents
- Concerns raised by class teacher or Learning Support Assistant
- Liaison with external agencies e.g. educational psychologists, speech and language therapists and specialist teacher advisers

- Health diagnosis through paediatrician

If a parent has a concern they should firstly arrange to meet with their child's class teacher or SENCO (special educational needs co-ordinator) but may also share concerns with the Headteacher.

The SENCO will then use criteria from Hampshire County Council and, where appropriate, support will be put in place.

The purpose of identification is to consider the needs of the whole child, not just the special educational needs and work out what action the school needs to take.

How does the school monitor and assess provision?

The SENCO oversees and coordinates provision for children who receive additional support.

The class teacher will deliver quality first teaching and will be responsible for overseeing, planning and working with children with special educational needs in their class to ensure that progress is made.

To evaluate the effectiveness of the provision the school also use:

- Pre and post intervention testing and analysis of the data collected
- Observations
- Analysis of student data
- Regular review of support plans targets
- Annual review meetings

Our governors take an active role in monitoring and evaluating the effectiveness of special educational needs at Bentley.

- One governor is responsible for SEN, meets regularly with the SENCO and reports to governors at curriculum and full governing body meetings
- Regular pupil conferencing with governor and / or SENCO takes place to elicit the children's views
- Learning walks provide governors with the opportunity to see teaching and learning taking place and see how the extra support is applied in the classroom environment.

The school recognises the importance of home school links. Parents are kept informed about their child's progress through:

- Parents evenings and annual reports
- Home school link books
- Review of Support plan targets
- Annual review meetings to review Education, Health and Care plans

If parents have any questions or concerns they can arrange to make an appointment to speak to the class teacher or SENCO.

The school use the assess - plan – do – review cycle to monitor children’s progress. The class teacher, SENCO, parents and child are involved in setting support plan targets and children are able to monitor their progress. Parents are given a copy of their child’s support plan so they can help their child work on their targets at home as well as school.

Outside agencies that work with specific children are involved in setting and reviewing targets. These are shared with school staff and parents during meetings and through written reports.

Monitoring and evaluating Special Educational Needs

The SENCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Support plans for children. The SENCO and the headteacher hold regular meetings to discuss specific and whole school needs in order to plan strategically.

Outside Agencies

The school works closely with a range of outside agencies including:

- Health including GPs, school nurse, Child and Adolescent Mental Health Service (CAMHS), paediatricians, Speech and language Therapists and Occupational Therapists
- Hampshire Educational Psychology Service
- Primary Behaviour Support
- Specialist Teacher Advisory Service

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing English and maths skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child’s own learning or that of the class
- Had sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties which impede the development of social relationships and cause substantial barriers to learning

- Despite having received intervention, the child continues to fall behind the level of his/her peers

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

School request for Statutory Assessment or Education Health Care Plan

A request will be made by the school to Hampshire County Council if the child has demonstrated significant cause for concern and meets the criteria outlined by the LEA. The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral.

Partnership with parents

Partnership plays a key role in enabling children with special educational needs to achieve their full potential. Parents hold key information and have knowledge and experience to contribute to the shared view of the child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of children with special educational needs with their parents. We inform the parents of any outside intervention, and share the process of decision making by providing clear information relating to the education of their child.

A copy of Bentley CE Primary School's SEN Information Report can be found at <http://bentleyprimaryschool.co.uk>

The information report is used by Hampshire County Council to write their local offer.

For further information about the Hampshire Local Offer please visit <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Parents can also contact Support 4 SEND – <http://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send> or IPSEA (Independent Parental Special Education Advice) – www.ipsea.org.uk/

For admissions arrangements see the admissions policy.

Supporting pupils

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Access arrangements for tests are overseen by the headteacher, SENCO and class teacher.

Transition

For children starting in Year R there is a careful transition process where children come, initially with their parents and then independently, to meet the reception staff and new members of their class. The reception teacher will also make home visits to families in the summer term. For children with special educational needs extra visits are arranged. Visits to the nursery setting and meetings with nursery staff are also organised by the reception teacher.

To help transition between year groups social stories are written for children who may find transition difficult. There is also dedicated time for class teachers and learning support staff to meet with the receiving class teacher in the summer term to share information about the cohort and discuss the support that has been put in place for children during the year.

When children in Year 6 are preparing for secondary school those children who are identified as needing extra support are given the opportunity to attend additional visits to their new secondary school. The children are familiar with the secondary schools in the area because Bentley has established close links with the schools and the children regularly go for taster lessons and sporting and creative arts events. Our ELSA has also worked with children to help them prepare for the changes they will experience.

We liaise closely with staff when receiving and transferring children to different schools ensuring all paperwork is passed on and all needs are discussed and understood. We encourage all new children to visit the school prior to starting and allocate a buddy to show them around the school and help them adjust to the new routines. For children with special educational needs we would encourage further visits to assist with the acclimatisation to their new surroundings.

If a pupil has a complex need then an annual review will be used as a transition meeting during which we will invite the class teacher, SENCO and headteacher from the current and receiving school to attend.

Medical conditions

Bentley CE Primary School ensures that children at school with medical conditions are properly supported so they can have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

Training

We have an experienced team of LSAs who are continually receiving training to develop and extend their knowledge.

- We have an ELSA in the school who regularly attends ELSA review meetings run by the Educational Psychology Service.
- A number of our LSAs have received training delivered by the school's link speech and language therapist.
- All of our LSAs have received training in phonics and many have received training for specific intervention programmes.
- All LSAs are first aid trained.
- All LSAs have regular updates regarding safeguarding, child protection and health and safety.

Specific training is arranged to support individual children as the need arises.

Roles and Responsibilities

The headteacher is responsible for safeguarding and the headteacher and SENCO are responsible for pupil premium grant and looked after children funding.

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The governing body reviews the policy annually and considers amendments in light of the annual review findings.

Storing and managing Information

Please refer to the policy for more information about the storing and managing of information.

Accessibility

As stated in the SEN and Disability Act 2001 the school has a duty to increase access for disabled pupils over time and when the need arises.

For more information see the school's accessibility plan.

Dealing with complaints

For details about the complaints procedure please refer to the complaints policy.

Bullying

Please refer to the bullying policy for further details.