



Policy for children with a Special Educational Need or Disability (S.E.N.D.)

SEPTEMBER 2023

The policy for children with a Special Educational Need or Disability (SEND) takes account of the Children and Families Act 2014 and the Code of Practice (CoP) updated in 2015, the Equality Act 2010, the policy of Central Bedfordshire Council and the overall aims of the school.

Rationale

The Mary Bassett Lower School is committed to providing an inclusive, broad and balanced curriculum for all children; that builds upon and celebrates each child's skills, talents, and abilities. We have high expectations of every child and strive to help them achieve their full potential through the removal of barriers to learning and participation. We want all our children to feel a valued member of our school community. The achievement, well-being and inclusion of every child, regardless of need, is the responsibility of everyone who works at The Mary Bassett Lower School.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational, cultural, religious, and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate, and communicate information at different rates
- Need a range of different teaching approaches and experiences

Aims

The aims of this policy are

- To create an inclusive environment which meets the additional needs of children;
- To ensure that the special educational needs of children are identified, assessed, provided for and reviewed to enable optimum progress;
- To identify the roles and responsibilities of staff and monitor their training to develop support and provision for identified additional needs;
- To provide for the individual needs of all children with SEND through resources, intervention programmes and strategies, so that all children have full access to all elements of the school curriculum and the wider life of the school to maximise their potential;
- To ensure that parents, carers and especially the pupils are enabled to work in partnership with the school to support learning.

Definition of Special Educational Needs

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of the children of the same age; or
- Have a physical or mental impairment which prevents or hinders them from making use of the educational facilities which are usually provided for children of the same age in schools
- Meet the criteria as detailed in Central Bedfordshire's 'Graduated Response' to identify children requiring additional support due to a Special Educational Need or Disability.

Children may have a range of difficulties and their needs may fall into more than one of the following four broad areas of need as identified in the Code of Practice: Communication and Interaction; Cognition and Learning; Social Emotional and Mental Health; Sensory and Physical Needs.

Roles and Responsibilities

Hilary Wheeldon, the Head Teacher, oversees the management of the policy.

Stephanie Finniss, the Deputy Headteacher, is the school's Special Educational Needs and Disabilities Co-ordinator (SENDCo). She is a qualified SENDCo and leads the practice for children with SEND across the school. She was awarded the National SEN Award qualification in April 2018.

The SEND Governor is Jo Radford-Cutler.

The Head Teacher and the SENDCo at The Mary Bassett Lower School have responsibility for the day to day operation of the SEND policy. This includes:

- Being actively involved in the strategic development of the policy and provision
- Meeting with the SEND governor and reporting to the Governing Body
- Co-ordinating, monitoring and evaluating the special needs provision; maintaining the Provision Map of intervention and support provided through the school.
- Supporting, advising, and liaising with colleagues
- Acting as a link with parents, pupils, external agencies and the school
- Overseeing the records of all children with Special Educational Needs; ensuring that Education health and Care Plans (EHCP), SEND Support Plans (SSP) and other documentation are reviewed, maintained and available.
- Managing a range of human and material resources within the school SEN notional budget to enable appropriate provision for all children with special educational needs.
- Attending additional training and advising staff on all matters relating to SEND
- Accessing advisory services
- Identifying training needs to improve staff development and extend the quality of the school's support for children with SEND
- Liaising with the next setting for any pupil leaving the school with identified SEND
- Ensuring that the school meets its responsibilities under the Equality Act 2010 for reasonable adjustments and arrangements.

The class teacher is responsible for:

- The progress and development of all pupils including those with SEND
- Ensuring support plans and external advice are implemented in the classroom and staff deployed effectively
- Liaising with parents and the SENDCo
- Supporting the SENDCo with the writing and reviewing of targets and plans, as well as contributions to referral forms for outside agencies.
- Following this SEND policy

Support Staff, including Pastoral Support Manager and Midday Supervisors

- Ensuring that day to day provision is in place for children needing support through the use of the information on At a Glance and SEND Support Plans.
- Implementing advice, strategies, and programmes
- Keeping records as needed and agreed eg observation notes, progress notes
- Communicating concerns and successes with class teacher and SENDCo

SEND Governor

- Help raise awareness of SEND issues within Governing Body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the Governing Body regularly.
- Work with the SENDCo and Head Teacher to determine the strategic development of the SEND policy and provision in the school
- Work with the Governing body to produce an annual report of the number of pupils with SEND and the school's effectiveness in the implementation of the SEND policy

Admission arrangements

The school adheres to the admissions policy of the Local Authority(LA) and therefore has no special provision under admission arrangements for limiting or promoting access for pupils with SEND who are without EHCPs. It does endeavour to provide appropriate support for pupils with a range of SEND.

Access for people with physical disabilities

The school has adapted access for people with disabilities. The needs of pupils will be considered to ensure full access to the curriculum and reasonable adjustments will be made to the premises and resources, as are practical within the school budget allocation. Alternatively, additional funding will be requested. Please see the current Accessibility Plan 2022-25 on the school website for further information.

SEND budget

The annual budget is called the Notional SEND budget. It is allocated by the Local Authority. In line with the aims of this policy the following applies for the in-school allocation of funds:

- The majority of the allocation is used for Teaching Assistant hours of work and training.
- Specific resources - which are agreed annually
- Adherence to providing support of up to 12 hours of Teaching Assistant time/£6000 for children with SEND
- Other funds are sought as appropriate e.g., Exceptional Needs funding, IEarly Intervention Grant funding, Education Health and Care Plan funding, Access and Initiative funding
- The Governing Body and Senior Leadership Team adopt practices to ensure best value

Process for Identification, Assessment, Record keeping and Review

Teachers liaise with the SENDCo formally on a termly basis to review children on, or a concern for the SEND register. Teachers also have access to SENDCo advice on a daily and informal basis should the need arise at any point in the term.

Initial Cause for Concern

Early identification is vital, and the school uses an additional step to identify children with a potential additional need. The class teacher makes an initial identification, underpinned by evidence, and shares their concerns with their SENDCo to enlist active support and participation. The shared concern is recorded using the initial Cause for Concern proforma and shared with parents and children. This a school level of concern only and children are not part of the SEND register. It highlights our commitment to early identification and the benefits of early intervention.

SEND SUPPORT

Following a period of monitoring and evidence collection, a collaborative decision made with all involved may be made to place a child on the SEND Register in order to provide additional opportunities and targets to support a child at school and at home. Triggers for such intervention will include staff and parental concerns for a child, who, despite receiving adapted learning opportunities within Wave 1 (quality first teaching (QFT)) or following a period of additional support through a Cause for Concern, does not make adequate progress. This will be measured by:

- Previous schools or settings reports when the child is relatively new to the school
- Termly progress monitoring against age related expectations by class teacher and SENDCo
- Teacher assessments and standardised assessments
- Teacher, support staff and SENDCo observations

The class teacher with the advice and support of the SENDCo will develop a SEND Support Plan (SSP), outlining specific, measurable, and achievable targets and highlight additional support which can be used to meet them. This will be shared with the parent and child to gain their views. The child's progress will be carefully monitored by the class teacher and SENDCo and the SEND Support Plan will be reviewed informally each half term by the class-based staff, and termly by the class teacher and parent. The SEND Support Plan and the ongoing placement of the child on the school SEN register is reviewed at the termly class SEND discussion with the class teacher and SENDCo. At this meeting, the child may remain at SEND Support, be removed from the SEND register, or need further support at an EHCP level.

Education Health and Care Plan (EHCP)

If a child is not able to make progress due to identified barriers to learning, provision at a SEND Support level not having the desired outcome and impact, and two cycles of assess/plan/do/review; then the school will consider the need for a school based request for an EHCP Needs Assessment to the Local Authority in conjunction with parents/ carers and with reference to Local Authority guidance. If successful this will enable the child to have access to child specific funding to support and ensure progress in a more specific and personalised manner. The school will need to provide the Local Authority with evidence about the child's progress over time and other documentation in relation to the child's special educational needs. This will include:

- The impact of the school's action through previous SEND Support
- At a Glance and Send Support Plans (SSP)
- Records of regular reviews and outcomes
- School assessment levels – assessed at Pre-Key Stage One Standards where necessary
- Attainment in English and Mathematics, including a standardised reading age
- Concerns judged against the criteria in all four areas of Central Bedfordshire's Graduated Response to SEND
- Educational, Social Care and Health assessments from outside agencies
- Views of parents/carers
- Views of the child
- Involvement of other professionals including the school's pastoral manager.

All current EHC plans will be monitored and reviewed annually, following the Code of Practice Guidelines. The Parents/Carers, pupil, Local Authority, school and other professionals will be invited to review the EHC Plan and consider any amendments which need to be made.

All children who have a recognised additional need that meet the LA's guidance are recorded on the school's SEND register and this information is used to report to the LA as part of the termly school census.

Access to the curriculum, additional provision and extra-curricular activities

To accommodate pupils designated as having special educational needs or with a disability, the school provides:

- Wave 1 adapted quality first teaching
- Supported group work within the class setting
- Wave 2 group teaching programmes with a teacher or teaching assistant
- Wave 3 individual teaching programmes with a teacher or teaching assistant
- Access to the pastoral manager's support timetable for some social and emotional areas of need

The school promotes the emphasis of the updated Code of Practice 2015 for all children to be taught by a qualified teacher through Wave 1 quality first teaching. This involves personalising and adapting lessons to allow all children to access the learning together. Some children will have been identified as having additional needs and will require different resources, levels of support for accessing learning or recording, as well as specific strategies for diagnosed conditions. The school provides teaching assistants to support Wave 1 whole class adapted teaching for the inclusion of SEND children within the classroom.

In addition, some children may have identified specific gaps in their learning or skills. They then access specific targeted and timed interventions to narrow the attainment gaps and further develop skills to support learning and access to a full school life. The school uses a range of recognised and successful interventions which are part of the whole school provision map for all areas of SEND. This is either as a group (Wave 2) or on an individual basis (Wave 3).

Please see the full provision map in Appendix 1 (P10).

All extra-curricular activities and school trips, including residential, are available to all our pupils. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Reasonable adjustments are made, as are practical within the school budget allocation to support inclusion.

Evaluating Success

The school evaluates progress, which is reported to governors and parents/carers, through:

- Class pupil progress meetings attended by Headteacher , Class teacher and SENDCo
- SEND records, SSP
- Monitoring the effectiveness of provision's/intervention's impact on progress
- Other value-added information eg behaviour records, pastoral support plans
- Holding termly and annual reviews for pupils with SEND Support and EHC plans

Parents and Carers

Parents and carers are viewed as partners in their child's education and are kept fully informed about this. The process for contact with parents and carers in respect of pupils who have SEND is:

- Developing the Cause for Concern or SEND Support Plan with parents and child to ensure as much information is gathered as possible to create a holistic picture of the child's needs - at school and at home
- Sharing progress towards the outcomes agreed on the child's support plan on a termly basis
- Sharing advice from external agencies.
- Enabling parents' access to outside support groups and agencies through referrals or promoting support groups' literature
- Providing time for parents to make appointments with the SENDCo as well as an open-door approach by the availability of informal drop-ins at the beginning and end of the school day.
- SENDCo is available at parents evenings
- Liaising with parents with concerns about transitions to the school from previous settings or to future schools, especially the additional transition needs of vulnerable children to Middle School.
- Inviting parents into school for SEND information events

Queries and Complaints

Parents and carers are partners with the school and are welcome to query decisions made by the

school through the normal procedures described in the prospectus. If parents/carers still do not agree with the school and/or the Local Authority, they have the right of appeal to the Local Authority's SEND Tribunal.

Parents and carers are able to seek advice from the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). The school positively promotes working with this partnership. This is especially the case when a child has been considered for an EHC Plan Needs Assessment, as they are a valuable independent third party in the additional meetings parents need to attend and the additional paperwork and reports that are involved when supporting a child at that level of need.

In-service training

In-service training is available in respect of SEND for the whole school or individual members of staff. The provision of training will be allocated in accordance with the School Development Plan and the needs of the current and predicted admission of children. The school makes use of online courses as well the courses provided through external agencies and the learning community.

External Agencies, Facilities and Support Services

The school works closely with other agencies, in particular but not exclusively – Psychology and Advisory Support Team, SEND Support team, Inclusion Support Team(Jigsaw), Child Development Centre (Edwin Lobo Centre), Speech and Language Therapists, 0-19 team (school nurse), CAMHS (Child and Adolescent Mental Health Service), CHUMS (counselling service), Mental Health Support Team (MHST), Lady Zia Wernher Outreach service for physical disabilities, specialist teachers for the hearing and visually impaired as well as the Autism Advisory Teachers.

Links with other schools

The school works closely with other schools in the Learning Community and other areas, supporting children in transition to and from other schools and the sharing of information.

In addition, the SENDCo attends the termly SENDCo Network meetings with all schools in the LC2 community to share best practice and remain up to date with support information.

Local Offer

Our local authority's local offer is can be found at the following link:

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

Their Local Offer Information Booklet is also available on the school website.

Links with other policies and documents

SEN Information Report

School Accessibility Plan

Behaviour Policy

Safeguarding Policy

Equality Policy

Policy for Pupils with Medical Conditions

Accessibility Plan 2022-25

Policy details

Policy reviewed September 2023 by S Finniss – SENDCo / Deputy Head

Policy approved by Full Governing Body – September 2023

Policy Review Date: September 2024 by SENDCo

APPENDIX 1

PROVISION FOR PUPILS ACROSS THE SCHOOL

Inclusive Quality First Teaching at The Mary Bassett Lower School
<p>Informative, interactive displays celebrating range of subject areas</p> <p>Clearly labelled accessible resources</p> <p>Class rules agreed by the children</p> <p>High behaviour expectations of The Mary Bassett Way</p> <p>Regular routines embedded with clear transitions</p> <p>Use of outdoor environment</p> <p>Use of ICT</p> <p>Use of variety of teaching styles – ICT, discussion, role play, small group, whole class etc</p> <p>Use of a variety of resources – multi-sensory</p> <p>Use of higher level questioning and targeted questioning</p> <p>Personalised targets from SSP</p> <p>Scaffolding support within lessons eg visual resources, adapted recording methods, pre- and post teaching support</p> <p>Clear learning objective shared with the children with success criteria</p> <p>Use of prior learning in and out of school</p> <p>Purposeful learning utilising children's interests and cultures where possible</p> <p>Effective rewards and sanctions in line with school policy and personalised for class needs</p> <p>Regular constructive feedback – written and verbal- with response time or use of Growth Time</p> <p>Peer marking</p> <p>Growth Time for clarification and extension</p> <p>Use of Talk Partners, mixed ability groups, ability groups and WOWO boards</p> <p>Clear planning making most effective use of additional adult support</p> <p>Setting homework and building in response and feedback</p> <p>Effective Mindfulness Time / Relaxation</p> <p>Parent/carers involvement in school – sharing a learning experience/presenting work etc</p> <p>Informative reports and parents evening meetings</p> <p>Professional contribution to referrals and reviews</p> <p>Consistent use of assessment to inform and personalise next steps</p> <p>Regular contribution to pupil tracking information to inform additional support / resources</p>

AREA OF NEED	WAVE 1 Effective inclusion of all pupils in all lessons	Wave 2 Additional adult small group based support (in or out class)	Wave 3 Specific targeted interventions 1:1
Cognition and Learning	Adaptive curriculum planning for activities, delivery, resources and outcomes Visual, auditory and kinaesthetic needs of learners addressed Class visual timetable / task board Teacher led guided group work Dictionaries and word banks Peer support/paired working/group working Independent access to a range of support resources Additional Reading time Additional Processing 'thinking' time Use of tinted overlays or coloured paper Use of physical resources exaggerated pronunciation Use of rhyme, song, mnemonics Talk tins Paired reading opportunities Pre-teach new vocabulary Pre-teaching new content in Maths Pre-teaching new content in English Pre-teaching new content in Topic Post teaching support Checklist of task/ task sheet Modelling of good work Access to word mats/word banks Access to phoneme /grapheme mats Partner talk – oral rehearsal of ideas additional time Chunk learning into short tasks Recap moment - links to prior learning made explicit	Adult support for targeted small group in core subjects 1: up to 6 Same day follow up work following verbal feedback for core subjects ICT programme support Scaffolding strategies such as pre-teaching/post teaching support strategies, adjusted input times, use of writing frames Colourful semantics Core skills small group support/booster groups	Switch On Precision teaching Reading Partners Writing Partners Rapid Read 5-minute box – English and Maths Support Plan target work Access to alternative recording eg ICT
Communication and Interaction (Speech, Language and Communication +Social Communication and ASD)	Visual timetable Visual task sheet Use of simplified language Visual resources incl timetable, prompt cards Additional modelling Movement breaks in class Clear and consistent routines Use of names to gain attention Sequencing of tasks Repeat instructions	Lift Off to Language Time to Talk Socially Speaking Talking Partners Lego Therapy Talkabout Input support for simplification, repetition, clarification including use of visuals Pre-teaching vocabulary Post teaching clarification	Individual timetable and task sheets Use of symbols PECS Implementation of S< advice Pre-teaching vocabulary Post teaching clarification Home: School communication Personalised social stories Work station / relief space Support Plan target work

	<p>Use of low demand simplified language</p> <p>Speech support</p> <p>Talk delivery slowed down with time given for processing</p> <p>Use of modelled phrases</p> <p>Use of stem sentences – “I can see you feeling....”</p> <p>“you can choose ____ or ____”</p> <p>Frequent practice and repetition</p> <p>Predictable routines and timetable</p> <p>Use of key words/vocabulary emphasised when speaking</p> <p>Multi-sensory approaches used to support spoken language – symbols, pictures, concrete apparatus, artefacts, role-play</p> <p>Instructions broken down into manageable chunks</p> <p>Checklists and task lists</p> <p>Talk partners for oral rehearsal</p> <p>Access to a quiet work space</p>	<p>Sensory Circuits</p> <p>Sensory Diet/Relief breaks – out of class</p> <p>Turn taking games</p> <p>Conversation skills support group</p>	
Social Emotional and Mental Health	<p>Visual timetable</p> <p>Clear and consistent routines</p> <p>Clear consistent approach to behaviour</p> <p>Use of restorative approaches</p> <p>Use of a buddies</p> <p>Values led in-class assembly</p> <p>Seating plan</p> <p>Time out card</p> <p>Use of personalised motivation and reward system</p> <p>Use of timers</p> <p>Movement / Sensory breaks</p> <p>Social stories/Consequence Paths</p> <p>Now/next board, Choice board, Task sheet</p> <p>Use of fidget/chew toys</p> <p>Access to safe and calm space in class</p> <p>Check ins incl with PSM</p> <p>Access to sensory relief resources eg wobble cushion</p> <p>TheraBand</p>	<p>Theraplay</p> <p>SEMH groups – anger management, self-esteem, social skills, emotional literacy</p> <p>Lunchtime club provision</p> <p>Access to Treehouse and Sensory room</p> <p>Individual Behaviour Management Plan</p>	<p>Pastoral Support Manager (PSM) 1:1</p> <p>Meet and Greet TA</p> <p>Early Help support (EHA)</p> <p>Pastoral meetings with PSM</p> <p>Support Plan target work</p>
Sensory and Physical	<p>Use of multi-sensory teaching and learning strategies</p> <p>Awareness of position in class (hearing and visual)</p> <p>Consideration given to classroom and resource layout</p> <p>Alternative recording provision</p> <p>Use of additional equipment – writing slopes, wobble cushions, pencil grips, TheraBand etc</p> <p><u>Visual</u></p>	<p>Rainbow Road OT support programme</p> <p>Handwriting /scissor skills support groups</p>	<p>Implementation of outside agency support advice/programme eg OT, Physio, Hearing and Visually impaired advisory teachers</p> <p>Care Plans</p> <p>Specialist resources hired or purchased using EHCP or Access Initiative funding</p> <p>School attendance/contribution at appointments if requested</p> <p>Support Plan outcome specific intervention support</p>

	<p>Coloured overlays, different coloured paper</p> <p>Avoid inessential copying from the board</p> <p>Large print resources</p> <p>Adult to read aloud board content and visually presented information</p> <p>Adult to avoid standing in front of light sources</p> <p><u>Hearing</u></p> <p>slow down speech rate</p> <p>provide additional 'thinking time'</p> <p>repeat contribution from other children – clearly</p> <p>post teaching check oral instruction have been understood</p> <p>face the child when speaking</p> <p><u>Co-ordination</u></p> <p>-sat at table with sufficient space</p> <p>-LH and RH pupils not next to each other with adjacent hands</p> <p>-slope for writing if appropriate</p> <p>-seated with minimal distractions</p> <p>-lined paper with sufficient wide spaces between lines for handwriting</p> <p>Rainbow Road to support fine and gross motor skills</p>		
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