



Blackwater Community Primary School

Special Educational Needs and Disability Policy

2020 - 2021

Purpose

The Special Educational Needs and Disability (SEND) Policy is a key part of a successful inclusive school.

This SEND policy outlines how Blackwater aims to meet the additional needs of all children and should be read in conjunction with the school's equality policy.

There is a shared expectation at Blackwater School that all pupils regardless of their specific needs should be offered inclusive quality first teaching which will enable them to make the best possible progress and feel that they are an equal and valued member of the wider school community.

Blackwater School offers a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory and physical needs.

We provide induction, training, coaching and support to help teachers achieve good practice in teaching all children. This is achieved in addition by:

- working with parents and children and staff,
- monitoring plans, teaching and books,
- providing interventions,
- seeking external advice to ensure that all children receive the provision they require.

Our policy and practice is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation from the school's wider context and ethos.

Please see also Blackwater's SEND report/school offer (on the school website) for additional information and useful definitions

You may also wish to read the full document, which outlines the legal requirements for supporting children with SEND (The Code of Practice 2015) which can be found [here](#). The term teacher refers to all adults in school from this point onward

What is SEND?

Definition: As defined by the Children's and families bill 2013 and SEN code of practice 2014. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill) This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Special educational provision means

Educational provision which is additional to, or otherwise different from the educational provision made generally for children of their age.

Principles

A child with SEN has their needs met by

- early identification
- specialist teaching/provision
- Education Health and Care Plans (EHCP) / Statement of SEN

The views of the child are sought and taken into account through

- regular involvement and discussion about their progress and provision

Parents have a vital role to play in supporting their child's education and this is encouraged

- by working in partnership with families
- demonstrating that parents'/carers' views and contributions are highly valued.
- keeping parents/carers fully involved.
- expecting high levels of collaboration and contribution if maximum progress is to be expected

Children with SEN are offered full access to a broad, balanced and relevant education through:

- admission arrangements
- equal opportunities
- accessible provision and support
- a supportive environment which values the child with their particular strengths, aspirations and barriers and strives to support each child to reach their potential in different aspects of the curriculum

The additional needs of children at Blackwater School are met by:

- Early identification
- Children with SEN have identified difficulties in a number of categories, that call for special provision to be made
- Concerns are noted by the class teacher/parents/carers or external agencies
- The class teacher, in consultation with SEND personnel or external agencies agrees strategies to support the child.

- Class teachers or the SENCO may have anonymous discussions for advice with external agencies, (for example the school's Educational Psychologist or Behaviour Learning Support team, Literacy Support Service etc.) before proceeding to aid implementation of in-school support. No names will be mentioned at this stage without parental consent. If any further specialist/external action is deemed suitable, parents will be contacted and parental permission will be sought for such involvement.

Specialist/ High quality teaching

- Teachers adapt to the needs of the learners
- Teachers may provide interventions that are additional to or different from those provided as part of the schools usual differentiated curriculum
- The work is well-matched to the full range of learners' needs demonstrating a range of strategies to support the children's learning
- Advice from outside agencies is incorporated in the teaching.
- Triggers for interventions are underpinned by evidence about the child, regarding progress and specific difficulties and consultations with parents, appropriate SEN personnel or external agencies
- For children accessing Education Health Care Plans or Statements, how best to meet their child's individual needs will be agreed and implemented through collaboration between the parents, education, health and care professionals as outlined in the EHCP/Statement/IEPs and Annual Reviews
- Targets are established and reviewed termly on an SEN Support Plan. Support and advice from External Agencies is sought through the SEND Team where deemed appropriate
- Parental consent will be gained at this stage for any referral to external agencies for a specific child
- Parents, SENCo, Class Teacher and outside agencies, work collaboratively to decide appropriate interventions
- Targets, incorporating recommended advice are established and reviewed termly on an SEN Support Plan (for children with an EHCP or Statement of SEND)

- Strategies and advice are followed by teachers to ensure targets are met
- Resources that may be available are stated in the SEND Information Report (School offer) which is also published on the school website. Supporting any other individual need where deemed appropriate are achieved through interventions e.g. R-Time, literacy and numeracy catch up programs.

Education Health Care Plans (EHCP)

- All children with previous Statements of SEND have been converted to EHCPs as per Cornwall Local Authority timeframe.
- Further to specialist teaching approaches listed above, if a child continues to demonstrate significant cause for concern, a TAC meeting to discuss the potential need for an EHCP will be arranged including the parents/carers, SEND team and all relevant agencies. From this meeting 'next steps' shall be agreed and managed by the appropriate agency.
- A range of written evidence is collected and submitted to the Local Authority Special Needs Assessment Service from all parties involved with the child's education and health provision.
- The Statement/EHCP, if awarded, is reviewed annually and targets are set termly in conjunction with teachers, SEND team and parents/carers.

The Views of the children are taken into account through:

- involving children in the decision making about SEN provision by, for example:
 - Target setting with them
 - Assessing progress with them
 - Supporting them to take an active role in the annual review process

- Contributing to reports where appropriate or whenever deemed suitable in supporting provision.

We value parental partnerships

Parents will work in partnership with the school and other agencies through:

- Sharing concerns, questions and thoughts about their child regularly
- Providing information about their child and circumstances as appropriate
- Discussing progress and attainment regularly
- Taking shared responsibility for supporting their child's learning (all parents have signed a Home/School Agreement)

Parents/Carers contributions are sought through:

- Parent meetings, SEN Support Plan reviews, EHCP reviews, informal conversations, any written format or any other method deemed suitable by all parties. There will be recognition of the need for flexibility and the timing and structure of meetings.

Keeping parents/carers fully involved

The school will:

- Make parents aware of how to access support in preparing for their contributions
- Make sure that parents/carers are given documents to discuss prior to meetings wherever possible
- Make sure information about procedures are accessible to all
- Share information about pupil progress regularly
- Inform parents of any changes
- Share SEN Support Plans with parents termly

Parents may not be informed of initial anonymous advice seeking from external agencies but where further action is required all referrals and named discussions will only take place with parental consent.

Behaviour management procedures for SEN children accord with the school

behaviour policy (see [separate policy](#)) or follow guidance and support from outside agency where appropriate to an individual case.

Children with additional needs get access to a full and inclusive curriculum

Admission Arrangements.

- There are not different admission arrangements for pupils with SEN who do not have statements or EHCPs
- Children applying with statements/EHCPs will have their needs assessed and admission agreed in line with the admissions policy and SEN Code of Practice, gaining priority admission if the school is able to provide for their needs
- The school will make every effort to meet the needs of SEN children

Equality

- See also Blackwater's Equal Opportunities policy
- All pupils have an equal opportunity to engage in the curriculum
- All pupils follow the expected Behaviour policy as appropriate for their specific needs (see Behaviour Policy)

Accessible

- An accessible curriculum is provided for all individual pupil needs
- Termly curriculum plans are published on the school website outlining coverage and adaptations

Roles and Responsibilities

Overseeing the provision of SEN within the school is the responsibility of the Governors and the Head teacher

The Governors and Head teacher delegate responsibility to the Co-ordinator for Special Educational needs (SENCo). The named responsible person is [Evey Evison](#)

The SENCo is responsible for:-

- The day-to-day organisation of the SEN policy
- Monitoring data for those pupils on SEN Support and 'On Alert' children
- Assessing progress through book scrutiny/lesson observations
- Coordinating the provision for pupils
- Maintaining the school's SEN records for identified pupils
- Liaising with and advising teachers about SEN planning, provision, resources, approaches etc.
- Liaising with parents of children with special educational needs.
- Liaising with external agencies
- Contributing to the in-service training of staff
- Reporting to the governing body on SEN policy
- Managing the SEN budget set for purchasing specialist resources

Those people responsible for SEN matters in this school are:

Mrs. Evey Evison ~ Headteacher

Mr. Mark Roberts and Mrs. Hayley Coombes ~ SEN Governors

Date of Policy: September 2020

Review: September 2021

Appendix 1 - Categories of Need.

A child with SEN may have one or more categories of need. The primary need is identified, and where possible the secondary needs identified and recorded.

- **Communication and Interaction Need (CIN)** – Includes Speech, Language and Communication (SLCN) and Autistic Spectrum Disorder (ASD)
- **Cognition and Learning (C&L)**– Includes Literacy, Numeracy and general learning difficulties, Specific Learning Difficulties (SpLD) such as Dyslexia, Moderate Learning Difficulties (MLD) and Profound and Multiple Learning Difficulties (PMLD).
- **Social, Mental and Emotional Health (SMEH)**- Includes all social, mental and emotional needs including behavioural needs with a social, mental or emotional cause.
- **Sensory and Physical (S&P)**- Includes Physical difficulty (PD), Visual Impairment (VI), Hearing Impairment (HI) and Multi-Sensory Impairment (MSI).