

The Bellbird Primary School



Special Educational Needs and Disabilities (SEND) Policy

Review date: April 2024

(To be reviewed Summer 2026)

Special Educational Needs and Disabilities (SEND) Policy.

At The Bellbird, we provide an inclusive curriculum appropriate for all our children. We believe that every teacher is a teacher of every child, including those with Special Educational Needs and Disabilities (SEND), that the principle of inclusion extends to society as a whole and is the responsibility of all pupils, parents, governors, staff and the wider community.

For the majority of pupils, their needs will be met by our provision of a well-balanced, carefully planned and differentiated curriculum in which skilled and diverse teaching strategies are employed. Some pupils will require a degree of extra support in their learning for varying periods of time, according to their level of need. Our school recognises that some pupils will need more specialist and targeted support to engage fully in school life and meet their full potential, they will be offered a more personalised approach and programme for learning.

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, as identified in the SEND Code of Practice (2015).

Children with SEND are included in all areas of school life wherever possible and every opportunity is taken for children with additional needs and those without, to work alongside each other. Access to and within our school for children with physical disabilities is very good and all efforts are made to make reasonable adjustments to accommodate children with a physical disability or need.

The Bellbird has adopted a model of special needs assessment and provision recommended by the Cambridgeshire Local Authority. Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) has undertaken the NASENCo qualification and together with our SEND Governors, they are responsible for overseeing assessment and provision of SEND needs at The Bellbird.

This policy complies with the statutory requirements set out in the SEND Code of Practice and has been written with reference to the following guidance and documents:

- Equality Act
- SEND Code of Practice
- School SEND Information Report
- Statutory Guidance on Supporting Pupils at School with Medical Conditions
- The National Curriculum in England, Key Stage 1 and Key Stage 2
- Safeguarding Policy
- Accessibility Plan

'Every Teacher is a Teacher of SEND'

At The Bellbird we aim:

Our Aims

- To value the rich contribution that difference and diversity makes to our schools. In recognising and responding to the diverse needs of children, we will use a range of flexible responses to meet such needs and accommodate their diversity.
- To seek the participation of all our children in learning which leads to the highest possible level of achievement and fulfilment for each individual.
- To ensure the view of the child (according to their age and understanding) and parents are sought and valued.
- To identify and provide for all children's learning and physical needs as early as possible, using a range of strategies.
- To deliver planned and organised support for all children who are experiencing a learning difficulty or have a disability.
- To ensure all children's needs are met through the practice, culture, management, and deployment of resources.
- To work in close partnership with governors, staff, parents, children and outside specialists to create and maintain the best possible provision for all children who have been identified as having a special educational need in accordance with the Code of Practice (2015).

How are we going to achieve this?

- Identify and provide for pupils who have special educational needs or disabilities.
- Work within the guidance provided in the SEND Code of Practice (2015).
- Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs. A whole-school approach is vital to improving children's emotional health and wellbeing, ensuring children's safety, instilling high expectations of behaviour and being aspirational in their achievements.
- Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) will work with staff, children and parents and governors in delivering our SEND Policy.
- Provide support and advice for all staff working with our SEND children.

What are special educational needs?

A child or young person 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 or young person is to be treated as special educational provision (Code of Practice 2015).

Special educational needs and provision can be considered as falling under four broad areas as outlined in the SEND Code of Practice (2015).

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

Communication and Interaction

Children with communication and interaction needs may have difficulty with speech and/or expressive and receptive language. These can include difficulties with fluency, forming sounds and words, formulating sentences and understanding what others say. This need also incorporates social communication and interaction difficulties where children may have difficulties with the use of verbal and nonverbal language in social situations. E.g. understanding social rules, misinterpreting body language and difficulties with social interactions. Social communication needs are one of the defining features that can lead to an Autism Spectrum Disorder (ASD) diagnosis. This may occur with other neurodiverse conditions.

Cognition and Learning

Cognition and learning difficulties can affect a child's ability to learn and they may learn at a slower pace than their peers despite appropriate differentiation. Learning difficulties cover a wide range of needs. Specific learning difficulties (SpLD) include a range of conditions such as dyslexia, dyscalculia and dyspraxia. Pupils with moderate learning difficulties (MLD) may need extra support in some areas of the curriculum. Those with severe learning difficulties (SLD) are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication. Pupils with profound and multiple learning difficulties (PMLD), are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, Emotional and Mental Health difficulties

Children with Social, Emotional and Mental Health Difficulties includes children who may be withdrawn or isolated, displaying disruptive behaviour and underlying mental health difficulties e.g. anxiety, depression. Some children may display hyperactivity, concentration and/or attention difficulties.

Sensory and/or Physical needs

Children with Physical and/or Sensory Needs includes children with sensory impairments, visual impairments, hearing impairments or multi-sensory impairments and physical difficulties which may require ongoing support and specialist equipment.

A Graduated Approach to SEND Support

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

There are differing levels of SEND support:

- Universal Support - High Quality Teaching within the classroom, including normal differentiation
- Targeted Support
- Specialist Support

Most children's needs are met through universal support. Some children's needs are met through targeted support. For a few children, their support will require input from specialists.

Universal Support (High Quality Teaching)

For your child this would mean:

High quality teaching is differentiated to meet individual needs in the classroom and may involve some of the following examples:

- The teacher has high expectations for all children in their class.
- All teaching is built on what children already know, what they can do and what they understand.
- Different methods of teaching are in place, so that all children are fully involved in learning. This may involve using particular manipulatives and practical equipment.
- Specific strategies are in place to support all children in their learning e.g. visual timetables, first and next visuals, resources to support children with spellings / handwriting difficulties, working walls etc.
- Through Responsive Teaching, teachers will have carefully checked on children's progress and understanding of prior learning. Teachers will have highlighted possible gaps / misconceptions in children's understanding and identified the need for extra support to help make best possible progress.

As part of high-quality teaching, class teachers will continually monitor and assess the progress of all pupils, and adapt and differentiate their own practice and resources to meet the individual needs of all pupils. Where a pupil is not making expected progress, "the first response should be high quality teaching targeted at their areas of weakness" (para' 6.19). Where a pupil's progress continues to be less than expected, the class teacher will look for more targeted strategies and meet with parents.

Targeted SEND Support

For your child this would mean:

This involves a range of structured programmes in learning. Children may access support at this level at different points in the year depending on their individual needs and the progress made.

Examples may include:

- Sensory circuits.
- Social skills group.

- Speech activities.
- ERT programme for key word learning.
- Phonics intervention.

For children with a SEND Support Agreement / an EHCP this could mean:

- They work 1:1 in class or out of class to aid focus / clarify misunderstandings.
- They may engage in group sessions with specific targets to help them focus on specific concepts.
- A Teaching Assistant/ Class Teacher may run small group support sessions.

Specialist support

This is additional support for children provided in school and sometimes by external specialists. This may take the form of advice, plans or provision directly from the specialist. Examples include:

- Speech and language therapy.
- Occupational Therapy.
- Physiotherapy.
- Specialist Teaching Team involvement.
- Educational Psychologist involvement.
- Riding for the Disabled.
- Mental health services. E.g. Playtherapy provided by JHC, CAMHS, YOUUnited and The Emotional Health and Wellbeing Service.

Education, Health and Care Plan (EHCP)

A small proportion of children and young people with SEND may require an Education Health Care Needs Assessment in order to determine whether it is necessary to make provision in accordance with an EHCP. To access an EHCP needs assessment, school must evidence all support strategies and interventions that have been put in place in helping address the needs of the child. School must evidence all external professionals who have supported and given guidance and advice. The Local Authority will consider the need for statutory assessment following a request by the child's school and/or by the parent.

This EHCP needs assessment will then be referred to Panel for their consideration and if agreed an Educational Psychologist will complete detailed assessments with the child. The LA panel will consider the need for an EHC Plan. If appropriate, an EHC Plan will be drawn up and the provision will be monitored and reviewed annually as per SEND Code of Practice guidelines.

The Local Offer

The Children and Families Act 2014 requires the Local Authority and schools to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'.

The Local Offer in Cambridgeshire can be found as part of the SEND Information Hub here:

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page>

The SEND Information Hub (Local Offer) has lots of information, advice and services for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND) and their families.

The roles and responsibilities in our SEND provision

Pupils and Pupil Participation

"Children, who are capable of forming views, have the right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matter affecting them."

UN Convention on the rights of the Child 1989

We believe that all children with special educational needs have a unique knowledge of their own needs and their views about what would help them. Whenever possible the pupils will be consulted and their views taken into account when decisions are being made about their education. This links explicitly with the ethos of the school through valuing the children's views and ensuring it is a child-centred approach.

Pupils will therefore:

- Have their opinions listened to and valued
- Be helped to make informed choices and decisions
- Have their views sought and honestly recorded as part of the annual review process and at other times, as appropriate
- Have their successes celebrated and their efforts recognised
- Be encouraged to grow in their confidence
- Be treated with respect by the rest of their peers

Parents

We believe that parents have key information to offer and they play a critical role in their children's education.

Parents will therefore:

- Play an active and valued role in their child's education
- Be fully involved from the start
- Have the assessment process clearly and sensitively explained
- Offer unique insight with regard to their child and any circumstances that might have an impact on academic and social progress
- Work in partnership with the school to help meet the child's needs

Parents can access further support and information on the school's website by clicking on the links to the Local Authority offer for SEND and the school's SEND information report.

The Parent Partnership Service providing Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability or have concerns that their child has special educational needs.

Governors

It is important that governors work in partnership with staff, pupils, parents and the LA in order to provide the best possible opportunities for their pupils.

The Governors are responsible for:

- Ensuring all necessary support is available for children with SEND needs who attend our school.
- Ensuring all staff are adequately supported, as they seek to be inclusive and supportive of all children with SEND needs at The Bellbird.

Our Governors responsible for SEND are Emma Mba and Cynthia Okpokiri.

School /Staff

Every member of staff is **directly responsible** for meeting the needs of all pupils.

The class teacher will therefore:

- Identify that a pupil has a need for additional support.
- Work in partnership with the SENDCo, pupil, parents and other relevant agencies.
- Be aware of parental, personal and emotional investment in the child and support the parents, maintaining a positive dialogue at all times.
- Participate in appropriate training.
- Provide Quality First Teaching for all pupils including planning for group/ pupil differentiation.
- Embed a range of strategies to support our SEND children.
- Ensure implementation of interventions, as advised by SENDCo / external professionals.
- Take responsibility for writing and reviewing SEND Support Agreements and meeting with parents to discuss these.
- Supervise any adults (such as TAs) involved in the learning of their pupils.
- Assess and record progress against targets/ outcomes for all pupils.
- Maintain and keep up to date all required SEND Paperwork.

The SENDCo

The SENDCo will work closely with the Headteacher and the Governors to develop the SEND policy and its implementation. The SENDCo will work with staff and external professionals to develop effective ways to overcome barriers to learning, monitor TAs, monitor quality of training, and set targets for improvement.

The SENDCo is responsible for:

- Co-ordinating all the support for children with Special Educational Needs or Disabilities (SEND) and developing the school's SEND Policy to make sure all children receive a consistently, high quality response to meeting their needs.
- Alongside the class teacher, the SENDCo is responsible for ensuring that parents are involved in supporting their child's learning, kept informed about the support their child is receiving and involved in reviewing their child's progress.

- Liaising with all other external professionals who may be involved in helping / supporting our young people in addressing their needs e.g. Speech and Language Therapy, Educational Psychology, EHWPB Team etc.
- Planning transitions to the next year group, next Key Stage, to new schools and to secondary school.
- Facilitating Annual Review meetings for those young people with an EHCP.
- Updating the school SEND register and making sure that there are records of children's progress and their continued needs.

The SENDCo at The Bellbird is Mrs Frances Waddingham.
The Deputy SENDCo at The Bellbird is Mrs Laura Klimke.

The Headteachers

The Headteachers will have overall responsibility for management of the Inclusion and SEND work within school, for assessment and provision for pupils with SEND and for keeping the Governors informed.

The Headteachers are responsible for:

- The day to day management of all aspects of the school, this includes the necessary allocation of support for children with SEND.
- Ensuring that all children's needs are addressed, academically, socially, emotionally, mentally and practically.
- Ensuring that the Governing Body are informed with regard to any issues in the school relating to SEND.

Admissions

We recognise that transitions can be difficult for many children and more especially for children with SEND. We work to ensure that any transition is as smooth as possible, from preschool into school, from primary school to secondary school and between classes within the same school. Where appropriate and necessary we provide specific individual transition activities to support our children.

Examples include:

- Transition visits to and within school.
- Meetings with other settings to share information.
- Photographs sent home so that children can familiarize themselves with The Bellbird.
- Transition meetings between teachers as the children move through the school.

Admissions and Transition

- See the admissions information on The Bellbird website
- Visits into school for pre-school/ new children
- School staff visit pre-schools to observe your child in a familiar setting and have a discussion with the pre-school staff
- Transition meetings with parents/carers where needed

- Transition books/ leaflets
- Extra transition visits to secondary schools.
- Y7 Staff and SEND Staff from SVC will visit The Bellbird to meet with staff.
- Move-Up days

Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCo, then, if unresolved, by the Headteachers. The governors with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure. (see Complaints Policy)

<https://thebellbird.cambs.sch.uk/wp-content/uploads/2023/03/Complaints-policy-2022.pdf>

Where can I find out more information?

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page>

