The Bellbird Primary School



Special Educational Needs and Disabilities (SEND) Policy

Review date: November 2028

(To be reviewed Summer 2028)

VISION & ETHOS

The Bellbird Primary School is an inclusive mainstream school. At the Bellbird, we support all our learners to shine individually so that they can soar to success together. We encourage curiosity, ambition, respect and empathy (CARE) through an inspiring, broad, balanced and engaging curriculum where learning is at the heart of all that we do. We believe that every child has the right to achieve their full and individual potential. We have high aspirations and expectations for all children, especially those with special educational needs and disabilities.

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.

The school's commitment to inclusion and supporting children with SEND is aligned with the school's ethos and with current legislative requirements (SEND Code of Practice 2014 & Equality Act 2010), including guidelines and inclusion policies of the Local Education Authority and other policies current used in school.

The Special Educational Needs and Disability Policy sits alongside, and should be read in conjunction with, other school policies and the Bellbird SEND Information Report. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014, 3.65) 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 July 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014 (updated 2017)
- Safeguarding Policy

AIMS AND OBJECTIVES

Our Aims:

- Provide every child with access to a broad and balanced curriculum.
- Raise the aspirations and expectations of all children with special educational needs.
- To value the rich contribution that difference and diversity makes to our school.
- Promote independence, equality, consideration and empathy for others.
- Provide children with the skills and attributes necessary for their next stage in education.
- To involve and partner with parents to help every child reach their personal potential.

Our Objectives:

- To identify special educational needs at the earliest opportunity.
- To have high expectations for all children and give every child the opportunity to experience success in their learning.
- To provide appropriate provision to ensure all children with SEND make progress from their individual starting points and fulfill their personal potential.
- To seek the participation of all our children in learning which leads to the highest possible level of achievement and fulfilment for each individual.
- Continuous monitoring of the progress of all children to aid the identification of SEND and ensure that all children with SEND reach their full potential.
- Ensure that all educators have access to high-quality professional development and advice to support the individual needs of children, and to provide quality teaching and learning for all children.
- To ensure the view of the child (according to their age and understanding) and parents are sought and valued.
- To work in co-operation with the Local Authority and other outside agencies such as Health and

Social Care, where appropriate, to support the needs of individual children and their families.
- To work in close partnership with governors, staff, parents, children and outside specialists to create and maintain the best possible provision for all children.

WHAT ARE SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)?

The Children and Families Act 2014 defines a child as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This means educational or training provision that is additional to, or different from, that made generally for others of the same age.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Equality Act 2010 defines a child with a disability if they have a physical or mental impairment that has a substantial or a long-term effect on their ability to carry out normal day to day tasks. There is a duty to make 'reasonable adjustments' for children with a disability.

All Cambridgeshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND). We are supported by the LA to ensure that all pupils, regardless of their needs make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

Categories of Special Educational Needs

At the Bellbird, we welcome children with special education needs and, as a mainstream Local Authority School, we use our best endeavour to meet their needs through reasonable adjustments.

The four main areas of SEND as detailed in the Code of Practice (2014 p.86) are:

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

We adapt our provision to meet the needs of the children in our school. We are committed to providing high-quality teaching so that all children make good progress in their learning, whatever their starting point. We currently provide for children with the following special educational needs:

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may because they 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.
- Social communication and interaction difficulties where children may have difficulties with the use of verbal and nonverbal language in social situations e.g. difficulties understanding social rules, misinterpreting body cues or intentions.

Children and young people with Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

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 scaffolding and 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.
- Global Developmental Delay.

Social, Emotional and Mental Health difficulties
Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. This may include:

- Becoming withdrawn or isolated.
- Displaying disruptive behaviour.
- Reflecting underlying mental health difficulties e.g. anxiety or physical symptoms that are medically unexplained.
- Displaying hyperactivity, impulsivity or inattention or having a diagnosis of Attention Deficit Hyperactivity Disorder (ADHD).
- Difficulties with attachment.

Sensory and/or Physical needs
Some children require special education provision because they have a sensory need or disability which prevents or hinders then from making use of the educational facilities generally provided. This could include

- sensory processing difficulties i.e. sensory seeking or sensory avoidant behaviours.
- visual impairments (VI)
- hearing impairments (HI)
- physical disabilities (MD)
- Medical conditions such as diabetes or epilepsy.

These difficulties might be age related or fluctuate over time. Children might need specialist support and / or equipment to access their learning. Some children will need additional support to access all of the opportunities available to their peers.

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

At The Bellbird Primary, we identify children as having SEND when their learning difficulty or disability calls for *provision that is different from or additional to* that normally available to pupils of the same age. In deciding whether to make special educational provision, teachers and the SENDCo consider:

- A child's attainment, progress and developmental data.
- What adults are noticing about a child's behaviour, speech, interactions or physical / sensory reactions.
- Any physical / significant medical needs they might have.
- Individual assessments (in school or by external professionals).
- Relevant diagnoses (although these do not automatically mean that special educational provision is needed).
- Concerns raised by parents / carers.
- Information from previous settings on transition.

Early Support Pathway (0-5 years)
We aim to identify special educational needs and learning barriers as early as possible in a child's learning journey. The SENDCo and Early Years Lead will work with Early Years settings to gain an understanding of children's needs before they transition to school. Individual Support Plans are put in

place for children with special educational needs by November of their first term at school. With the permission of parents, the SENDCo and Early Years Lead will initiate the Early Support pathway for children in Reception who have more significant, complex or long-lasting barriers to learning or development.

Pupil Progress Meetings
Termly Pupil Progress Meetings are held in school where teachers meet with senior leaders (including the SENDCo, Headteacher, Deputy Headteacher and Key Stage Leads) to discuss and reflect upon pupil attainment, progress, development and learning behaviours. Children with emerging needs will be discussed and their provision reviewed. Teachers can also raise concerns about a child directly to the SENDCo or Deputy SENDCo in-between Pupil Progress Meetings. Teachers will explain what they are noticing and what actions that they have already taken to meet a child's needs through universal, quality first teaching.

Emerging Needs and the Monitoring Register
When school staff identify an emerging need that a child might have, they will initially start with a period of monitoring. This is so that teachers and parents / carers have a clearer understanding of any barriers and so that next steps can be decided. The child's class teacher will create a Monitoring Plan and will meet with parents to share this. The class teacher will discuss the child's attainment, progress and anything they are noticing in school. They will set targets and outline next steps by utilising universal provision at school and home support to try to meet the child's need. The child will become part of the Monitoring Register.

Diagnoses that do not require special educational provision:
The Children and Families Act 2014 defines a child as having special educational needs when they have a learning difficulty or disability which calls for *special educational provision* to be made for them. This means educational or training provision that is *additional to, or different from*, that made generally for others of the same age. Many children have diagnoses where their needs are able to be met without special educational provision that is additional to, or different from that made for others of the same age. Children's needs may be met through strategies, medication or through the high-quality universal provision and quality first teaching that is available for children in school. Diagnoses where this might be the case are Dyslexia, ADHD, Autism and some physical / medical conditions (though this list is not exhaustive).

SEND REGISTER
When a child has special educational needs or a disability that call for special educational provision to be made, they will be added to the SEND Register. The SEND register is kept up to date by the SENDCo and is shared with teaching staff. The child will be supported through a 'graduated response' in school, and an Individual Support Plan will be created to assess, plan for, meet and review their needs. Each child will also have a Pupil Passport which summarises their Special Educational Needs. Some children's needs will be summarised in their Education Health and Care Plan.

SEND PROVISION AT THE BELLBIRD
We use our best endeavour 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.

Universal Provision: Wave 1
Most children's needs are met through universal support which is available through universal classroom provision and quality first teaching. Class teachers may scaffold learning, give specific strategies, provide visuals, resources or manipulatives, provide short term intervention to target gaps in learning or

misconceptions or provide other adaptations to support learners' needs throughout the year. Children with diagnoses can sometimes still have their needs met through universal provision, particularly if they are well supported by quality first teaching, strategies or medication. 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 Support / Ordinarily Available Provision: Wave 2
Some children's needs will not be met through universal provision and will need different or additional special educational provision to be made for them. These children will have special educational needs. Most children's SEND needs are met through Targeted Support which comes from the Ordinarily Available Provision that can be provided in schools. This can involve a range of structured programmes in learning / development, adaptative teaching and learning or utilising additional / different equipment.

Children may access support at this level at different points in the year depending on their individual needs and the progress made. Alongside advice from the SENDCo and Deputy SENDCo, class teachers can refer to the Local Authority SEND OAP Toolkit (Ordinarily Available Provision Toolkit) for strategies to support children with SEND. Full details of targeted provision can be found in the Bellbird SEND Information Report on the school website.

Specialist Support / Provision: Wave 3

A small number of children's needs will not be able to be met through Targeted and Ordinarily Available Provision. Where a child continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite Targeted Support and interventions, school and parents might feel that specialist advice and / or intervention is needed to support the child. At the Bellbird, we work with a variety of external specialists which are detailed in the Bellbird SEND Information report.

Some children will receive specialist advice / support for a limited time only so that school staff can better understand their needs and know what provision is best for them. They can then be better supported through Targeted Support. A very small number of children will need continued involvement from external professionals either because of their type of SEND or because the school feels that their needs can no longer be met through Targeted Support. In this case, the school and parents might consider making an application for an Education, Health and Care Needs Assessment (EHCNA) with the Local Authority

Education, Health and Care Plans / EHCP Provision: Wave 3+

Education Health and Care Needs Assessments (EHCNA)
Most children and young people with SEN or disabilities will have their needs met within the remit of Targeted or Specialist Support. Despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, a small minority of children may still make little / no progress or a child might have complex and long term-special educational needs or disabilities that need a high level of support. In these cases, the school or parents should consider requesting an Education, Health and Care needs assessment from the Local Authority to decide whether it is necessary for it to make provision in accordance with an Education, Health and Care Plan (EHCP).

EHC Needs assessments can be requested by:

- The school (this should ideally be with the knowledge and consent of the parent / young person where possible).
- The child's parent.

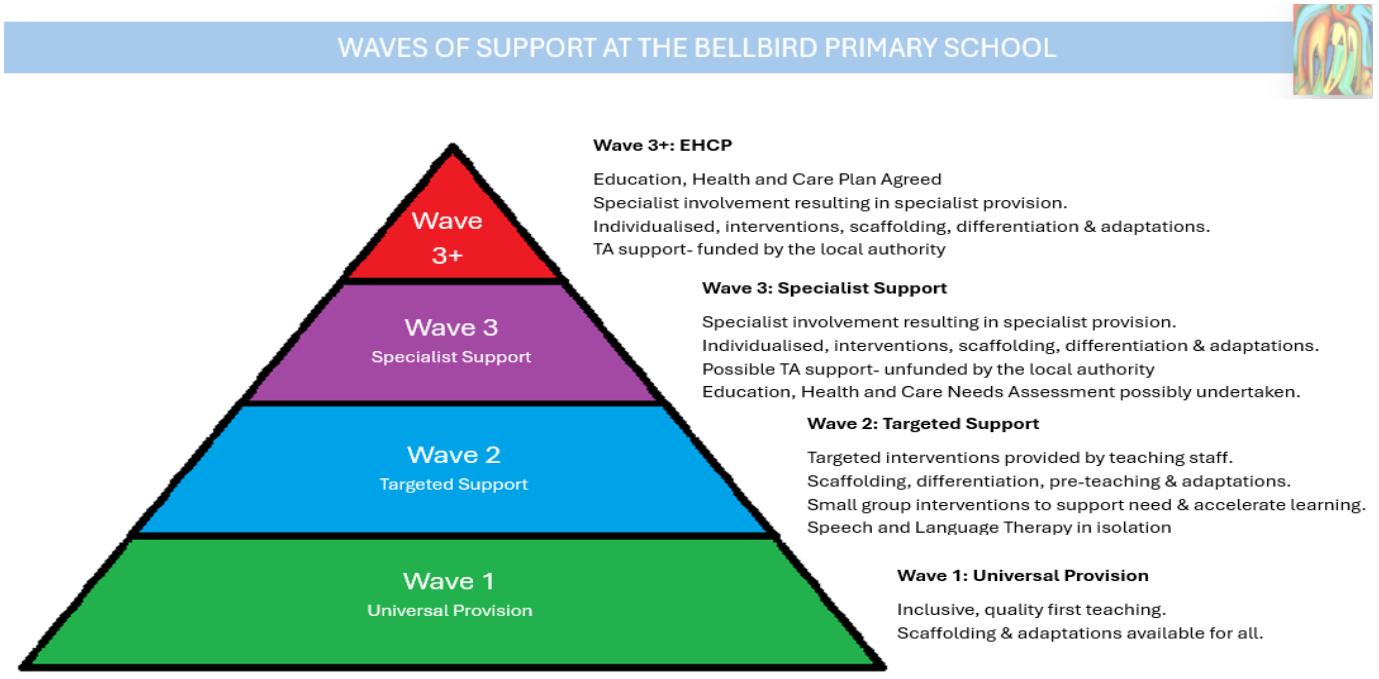
The purpose of an EHC plan is to make special educational provision to meet the special educational needs of a child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which school can meet the child or young person's needs without an EHC plan. If parents are unhappy with the decision, they have the right to appeal the decision through Mediation or through a SEND

Tribunal.

Provision for children with Education, Health and Care Plans (EHCPs)
In school, we support children with Education, Health and Care Plans (EHCPs). We work with the Local Authority and specialists to ensure that we are working towards any statutory outcomes within the EHCP and to ensure that statutory provision is put in place. Children's Individual Support Plans (ISPs) are linked directly to their EHCP outcomes and provision to ensure that outcomes are being broken down into small, measurable and achievable steps. This allows the child to make progress from their individual starting points over time.

We support children with EHCPs under a provision model to ensure that statutory provision is put in place and children are making progress towards their outcomes. This can be achieved in a number of ways:

- 1:1 adult support.
- Small group support.
- Intervention groups.
- Skills sessions.
- Provision of specialised equipment.
- Provision of adapted environments (i.e. access to a sensory room / Starlings Room).



ASSESSMENT AND REVIEW PROCEDURES FOR CHILDREN ON THE SEND REGISTER

The class teacher is responsible for regularly assessing children in their class using a range of formal and informal assessments of their learning and development. Where a child is identified as having SEND, we follow a graduated response to assessing and identifying barriers to learning and seeking to remove these through implementing special educational provision.

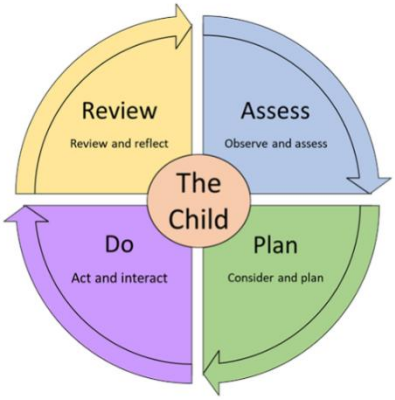
Individual Support Plans (Assess, Plan, Do, Review)
Each child on the SEND Register will have an Individual Support Plan (ISP) which will detail:

- Their SEND area of need & any diagnoses.
- Their attainment / assessment data.
- Individual targets that are SMART (Specific, Measurable, Achievable, Realistic and Time specific)
- Agreed provision to support achieving their targets.
- Review- detailing whether targets have been met.

- Home support- details ideas and suggestions for how parents can support their child at home.

Individual Support Plans (ISPs) follow cycles of Assess, Plan, Do, Review (APDR):

- **Assess**- Children are assessed by their class teacher or with the help of the SENDCo.
- **Plan**- Individualised targets are created for the child to work towards and special educational provision is put in place to meet their needs.
- **Do**- Support is implemented over a period of one term.
- **Review**- Progress towards the child's targets is reviewed. If a child has met their target a new one will be created. If they have not met the target, the target will either be broken down into a smaller step or additional provision will be added to support them to achieve it.



Children with EHCPs will also have Individual Support Plans. The outcomes on their EHCP will be broken down into small steps so that targets can be created. This ensures that the ADPR cycle is constantly working towards a child's statutory outcomes. Individual Support Plans are reviewed, and new ISPs written three times a year. This takes place in November, February and June. Targets and provision that are set in June carry forward to their new class to ensure consistency for the child and to allow them to make a successful start as their new teacher gets to know them better. Individual Support Plans are shared with parents / carers at the SEND Parent Consultations.

Children may not be on the SEND register for their entire time at school, although this may be the case with children with longstanding or complex needs. If children make good progress towards their outcomes through the ADPR (Assess, Plan, Do, Review) process, they may no longer need special educational provision to be made. If so, their Individual Support Plan will be closed, and they will be move from the SEND Register to the Monitoring Register. This would be with the agreement of the SENDCo, class teacher and parents.

ROLES AND RESPONSIBILITIES FOR SPECIAL EDUCATIONAL NEEDS AT THE BELLBIRD

Key person	Responsibilities
Governors **SEND Governors:** Mrs Emma Mba Mrs Gita Mistry	• It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND in line with guidance from the Code of Practice 2014. • They are responsible for monitoring the use of all resources allocated to the school for SEND, including those for children with an Educational Health and Care Plan. • They are responsible for reviewing SEND Documentation and approval of policies.
Headteacher Mr James Puxley	• Responsible for overseeing the provision for children with SEND, ensuring that all children's needs are addressed, academically, socially, emotionally, mentally and practically. • Responsible for ensuring that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements and that it complies with the Statutory requirements of the SEND Code of Practice (2015). • Responsible for the necessary allocation of support for children with SEND. • Responsible for the necessary allocation of funding and resources for children with SEND. • Responsible for informing the governing body about SEND information, provision and any information regarding SEND. • Planning and providing continuing professional development which meets the needs of the school.

Deputy Headteacher Mrs Rosie Komodromos	• Responsible for data and quality of assessment across the school. • Responsible for curriculum planning and the broad and balanced curriculum offer across the school. • Planning and providing continuing professional development which meets the needs of the school. • Responsible for Pupil Premium children and ensuring that their needs are met.
Assistant Headteacher / SENDCo Mrs Anna Lovewell	• Responsible for Co-ordinating all the support for children with Special Educational Needs or Disabilities (SEND). • Responsible for developing the school's SEND Policy and SEND Information Report to make sure all children receive a consistently, high quality response to meeting their needs. • Working with the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements and that it complies with the Statutory requirements of the SEND Code of Practice (2015). • Advising the Headteacher, Deputy Headteacher and governors as to the effective use of the school's resources and delegated budget to meet children's needs effectively. • Managing the SEND budget to effectively provide for the needs of children with SEND. • Responsible for liaising with the Senior Team, Key Stage Leads and class teachers to keep them up to date with changes in a child's information or provision. • Responsible for keeping the SEND and Monitoring Register up to date. • Ensuring clear records are kept of children's needs, diagnoses, reports and any specialist involvement. • Tracking and monitoring attainment and progress of children with SEND. • Alongside class teachers, ensuring early identification of SEND need and giving advice as to next steps for children. • Initiating the Early Support pathway for children in Reception. • Co-ordinating the provision for children with SEND across the four areas of need and provide information and advice to class teachers. • 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. • Ensuring that children's progress is reviewed and planned for using the graduated approach (Assess, Plan, Do, Review) and quality controlling Individual Support Plans. • Ensuring staff have a good understanding of children's needs and devising an ongoing programme of professional development alongside the Headteacher and Deputy Headteacher. • Responsible for liaising with the Local Authority, external specialists, professionals and organisations. • Planning for successful transitions (into school, between classes and to other settings including secondary school). • Planning for and facilitating Annual Review meetings for children with an EHCP and amending EHCPs in the light of specialist advice.
Assistant SENDCo Mrs Laura Klimke	• Assisting the SENDCo to fulfill the day-to-day responsibilities of coordinating SEND provision across the school. • Ensuring that children's progress is reviewed and planned for using the graduated approach (Assess, Plan, Do, Review) and quality controlling Individual Support Plans. • Responsible for liaising with the Local Authority, external specialists, professionals and organisations.

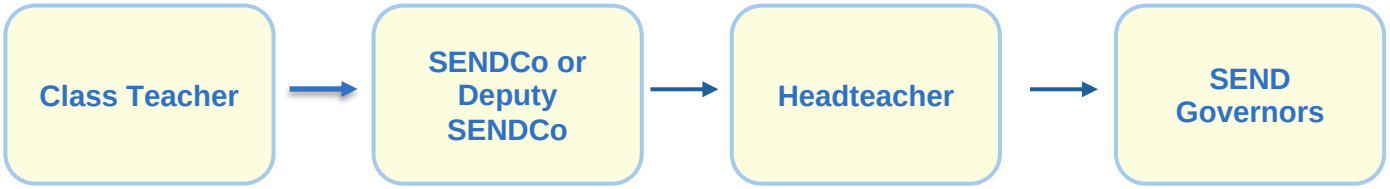
	• Planning for and facilitating Annual Review meetings for children with an EHCP and amending EHCPs in the light of specialist advice. • Responsible for liaising with the Senior Team, Key Stage Leads and class teachers to keep them up to date with changes in a child's information or provision. • Providing information and advice to class teachers regarding special educational needs. • Alongside the SENDCo, ensuring the parents are communicated with effectively about their child's needs and any specialist involvement. • Responsibility for Speech and Language provision, completing referrals, liaising with external Speech and Language Specialists and monitoring provision.
Key Stage Leads Miss Helen Dutton (EYFS and KS1) Mrs Terri Collins (KS2)	• Focusing on the most vulnerable children within their phases and ensure that they are included in all areas of the curriculum. • Advocating for and ensure equitable provision for children with SEND. • Supporting teachers so that children with SEND make good or accelerated progress from their individual starting points. • Involved in quality controlling assessment data and judgements alongside the Deputy Head.
Class Teachers	• Responsible and accountable for the progress and development of children with SEND in their class. • Responsible for providing high quality learning opportunities that are adapted and matched to children's starting points and developmental stage and needs. • Scaffolding, differentiating and adapting learning resources to meet the needs of learners. • Directing, supervising and advising supporting adults such as Teaching Assistants so that they can support children with SEND effectively. • Effectively assessing children with SEND according to their age and stage. • Effectively conducting the ADPR Cycle (Assess, Plan, Do, Review) cycle to support the children with SEND in their class. • Writing and reviewing Individual Support Plans (ISPs) for children with SEND in their class. • Identifying children with emerging needs and liaising with the SENDCo / Deputy SENDCo for further support. Write and review Monitoring Plans and share with parents / carers. • Participating in appropriate training that is relevant to the needs of children in their class. • Meeting with parents and carers termly to discuss Individual Support Plans. • Preparing for and attending any other necessary meetings with regard to the SEND needs of children in their class. • Providing feedback for Annual Reviews for children with Education Health and Care Plans. Attending the Annual Review with the SENDCo or Deputy SENDCo. • Contributing to and support the preparation of referrals for external support. Completing class based teacher questionnaires for referrals. • Ensuring the implementation of interventions or strategies, as advised by SENDCo / external professionals.
Teaching Assistants	• Have a responsibility to conduct themselves as educational professionals to ensure that children are provided with equal opportunities to their peers. • Are directed by the class teacher and will create opportunities for and support for children to help them interact with their peers, teacher and the curriculum. • Scaffolding and adapting learning resources to meet the needs of learners under the guidance of the class teacher. • Promoting and supporting children to learn as independently as possible.

	• Contributing to the ADPR Cycle (Assess, Plan, Do, Review) cycle written by their class teacher. • Contributing to Individual Support Plans (ISPs) for children with SEND, written by the class teacher. • Supporting the class teacher to identify children with emerging needs and liaising with the SENDCo / Deputy SENDCo regarding further support. • Participating in appropriate training that is relevant to the needs of children in their class / they are supporting. • Annotation of children's learning following the school's marking policy • Tracking and recording learning achievements and feeding back to the class teacher. • Attending any other necessary meetings about the SEND needs of children they are supporting. • Providing feedback for Annual Reviews for children with Education Health and Care Plans. Attending the Annual Review with the class teacher if necessary. • Contribute to referrals for external support. • Facilitating the implementation of interventions or strategies, as advised by SENDCo / class teacher.
Parents	• Playing an active and valued role in their child's education. • Offering unique insight with regard to their child and any circumstances that might have an impact on academic and social progress. • Working in partnership with the school to help meet the child's needs.
Children	• Having their opinions listened to and valued. • Being helped to make informed choices and decisions. • Having their views sought and honestly recorded as part of the Annual Review process and at other times, as appropriate. • Having their successes celebrated and their efforts recognised. • Being encouraged to grow in their confidence. • Being treated with respect by the rest of their peers.

COMMUNICATION ABOUT SPECIAL EDUCATIONAL NEEDS

If at any time parents or carers have concerns about their child's progress, they should initially speak to their child's class teacher. The class teacher may approach the Special Educational Needs and Disabilities Co-Ordinator (SENDCo) or Deputy SENDCo for advice or they might ask the SENDCo to get in touch with the parent directly. If parents continue to be concerned that their child is not making progress, they may contact the SENDCo for more information and advice. If concerns are not resolved, parents / carers can contact the Headteacher or SEND Governors.

Flowchart of who to contact



PARTNERSHIP WITH PARENTS / CARERS

We believe that parents /carers are essential partners when we are supporting a child with SEND. Teachers and the SEND team value discussions with parents and carers when exploring emerging and identified needs and we welcome their thoughts and observations as to what they notice at home. We also value their feedback as to what strategies work well for them as a family.

Children's individual progress / targets are discussed and reviewed throughout the year with parents at SEND Parent Consultations in November, February and June. Parents are given a longer 20-minute appointment compared to the standard parent consultations. Parents are welcome to make reasonable contact with their child's class teacher to arrange a telephone conversation outside these times if they need to. Parents will be made aware of information and support from any outside agencies working directly with their children. Where appropriate, parents may be signposted to particular agencies to help and support both them and their children outside of school.

INVOLVEMENT OF CHILDREN (voice of the child)

> "Children, who are capable of forming views, have the right to receive and make known information, to express an opinion, and to have that option taken into account in any matter affecting them."
>
> UN Convention on the rights of the Child 1989

At The Bellbird we always seek to understand what a child's lived experience of their special educational needs is. 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 children will be consulted and their views considered when decisions are being made about their learning.

Children can tell us about what they enjoy and makes them happy, what worries them and what their hopes and dreams are. They are the best people to tell us about their strengths, what they are proud of, what they find difficult, what their barriers to learning are and what strategies help them. Ways in which we listen to pupil voice are detailed in the Bellbird SEND Information Report.

STAFF TRAINING AND EXPERTISE

Senior Leaders and the SENDCo ensure that school staff, including teachers and teaching assistants, are well equipped to understand the children they are working with and are trained for their role. Staff receive regular staff training by the SENDCo, Deputy SENDCo, Senior Leaders, County Council Advisors and external specialists. Some TAs also have training to undertake specific interventions or programmes such as Little Wandle, Reading Programmes, Social Skills and Attention Autism.

The SENDCo and Deputy SENDCo are responsible for ensuring that staff working with children with SEND have a clear understanding of individual children's needs and any diagnoses that they have. The SENDCo is undertaking the National Professional Qualification for SENDCos, is a trained Senior Mental Health Lead and a trained Mental Health First Aider. The Deputy SENDCo is a trained Young People's Mental Health Lead. Both are Designated Safeguarding Leads.

ALLOCATION OF RESOURCES

All schools in Cambridgeshire receive funding for children with SEN in these ways:

1. The core budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the Inclusion Team (including Learning Coaches).
2. The notional SEN budget (element 2 funding) covers the additional educational support required.
3. Inclusive Mainstream Fund- a UK government grant in England designed to help mainstream schools and 16–19 providers build inclusive practices and Special Educational Needs and Disabilities (SEND) support into everyday teaching.
3. Specific funds may be allocated to pupils with Education, Health and Care Plans.

The Bellbird Primary School, as part of normal budget planning, has a strategic approach to using resources to support the progress of children with SEND. We provide additional support up to the nationally prescribed threshold per child per year. Where the cost of special educational provision

required to meet the needs of an individual child exceeds this threshold, the school may apply to the Local Authority for an Education Health and Care Plan. The Headteacher and the Business Manager will manage the funds allocated to meet the differing needs of the children within the school and will inform the Governing Body of how the funding allocated to support Special Educational Needs has been deployed. The school is required to publish the details of its Inclusion Strategy to show how funds are being used to support our most vulnerable children.

LOCAL OFFER: CAMBRIDGESHIRE COUNTY COUNCIL

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: Cambridgeshire Online | What is the Local Offer?

The Local Offer has two main purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN, their parents / carers, and disabled young people and those with SEN and service providers in the development and review of provision.

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. Cambridgeshire Online | SEND Information Hub (Local Offer)

COMPLAINTS PROCEDURE REGARDING SEND PROVISION

The Bellbird Primary School works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting their child's needs & learning differences. If a parent or carer has any concerns regarding the care or education of their child, they should in the first instance talk with the class teacher. If the issue is not resolved, they should arrange to meet with the SENDCo. If still unsatisfied with the outcome, an appointment can be made to speak to the Headteacher.

We will listen carefully and seek to resolve matters in accordance with our policies and procedures and in the best interests of your child. Most concerns can be resolved informally and do not require progression to the formal stages of the procedure. The Headteacher can offer advice on formal procedures for complaint if necessary. All complaints are taken seriously and are heard through Bellbird's complaints policy and procedure which can be found here: Policies | The Bellbird Primary School

ADMISSIONS ARRANGEMENTS

As a fully inclusive school all children are welcome, including those with special educational needs, in accordance with the Equality Act 2010 and the LA Admissions Policy. This includes children with SEND and in line with the Education Act 1996, (Section 316), the school will admit a child with an Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps, which can be taken to prevent the incompatibility.

SEND paperwork should be passed to the Inclusion Team by the previous school or setting or parents as soon as possible. If the child is making a transition from another school, a meeting may be set up between key staff from both settings, parents and external agencies where necessary to aid the smooth transition of the child, discuss arrangements to be made as well as any other important information relating to that child's needs. The School will ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

TRANSITION ARRANGEMENTS

The SENDCo oversees transition of children with SEND into the school and the transition of children to a new setting including secondary school. When children first join the school in Reception, the Early Years Lead and the SENDCo will arrange to meet with Early Years settings to discuss children with SEND and gain a greater understanding of their needs. All records are transferred to the Bellbird with parents' permission. All Reception children get to visit school in the summer term for 'Getting to Know You' sessions and some children will be invited for an additional visit if needed. All children have a staggered start in September to support a successful and confident arrival. Some children may need a longer, more bespoke staggered start to support their individual needs. This is done in discussion with school, parents and specialists.

Year 6 children transferring to local secondary schools often have the chance to visit the new school for a day. Representatives from the local secondary school, Sawston Village College come to talk with the children in school. Some children with SEND have an additional half day visit to Sawston Village College. The SENDCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school.

Class teachers and senior leaders organise the transition of children with SEND between classes, in conjunction with the SENDCo. Certain children and parents may receive advanced notice of what class their child will be in for the next year. This will be done at the school's discretion where it is felt that a child would benefit from advanced preparation. Children may be prepared with transition booklets, visuals, social stories or pre visits. Consideration is given to any equipment and individual learning spaces that might be needed for the forthcoming year.

LINKS WITH SPECIALISTS OR EXTERNAL ORGANISATIONS

School works with a wide range of support services in Cambridgeshire. We work closely with preschool / nursery settings and other primary and secondary schools, including Sawston Village College, to ensure that transitions between schools are successful. We work with a variety of external specialists such as Speech and Language Therapists, Specialist Teachers, Play Therapists, Educational Psychologists and Emotional Health and Wellbeing practitioners. These support services can offer advice, support and training for children with SEND.

We will also liaise with colleagues in Health such as School Nurse and Health Visitors, GPs, Occupational Therapists, Physiotherapists, Community Specialist Nursing Team and Community Paediatricians. In addition, we also liaise with a wide range of professionals from Targeted Support and Children's Social Care, such as Family Workers and Social Workers. Representatives from school will attend Strategy Meetings, Core Group meetings and Child Protection Conferences where needed.

The school recognises that a collaborative approach is the most effective way of supporting children and so the advice of professionals is implemented across the school and staff ensure information about child's needs are shared with professionals at the parents' request.

SEND INFORMATION REPORT

Parents/carers can find more information on SEND on the school website, including more detailed information about the school's arrangements for identifying, assessing and making provision for children with SEND. This can be found in the Bellbird SEND Information Report.