



## **Special Educational Needs Policy**

Adopted: Autumn 2020

Reviewed date: June 2023

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**Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 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 do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The provision and support made for children and young people with special educational needs and/or disabilities in England has been reformed. New legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March came into force from the 1<sup>st</sup> September 2014. A new SEND Code of Practice also accompanied this legislation.

More details about the SEND Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/SENDd-code-of-practice-0-to-25>

The SENDD Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SENDD Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Berry Hill work to support the Local Offer.

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

## Intent

The staff and governors of Berry Hill Primary and Nursery School value each child as an individual within the school who will be given every opportunity to fulfil their potential. We offer a broad and balanced curriculum and have high expectations for all children.

All staff and governors aim to work collaboratively with parent/carers and children as equal partners in education, celebrating achievements through our caring, positive and stimulating approach.

### It is our intent:

- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEND are identified early
- To ensure these pupils are assessed, monitored, planned for and regularly reviewed to improve outcomes and therefore make the necessary progress
- To enable pupils with SEND to achieve their potential
- To ensure pupils are prepared for adulthood
- To ensure SEND pupils are equipped for life in the wider community
- To ensure parents/carers are fully engaged in decision making, assessing progress and determining goals
- To gain the views of the child and enable them to have a voice
- To take into account the views, wishes and feelings of pupils/parents/carers
- To provide advice and support for all staff working with pupils with SEND
- To identify and refer pupils to the appropriate services where a need has been identified
- To implement the advice of experts and professionals involved from outside of the school
- To identify and direct parents to the best providers of support
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND

- To support key transition points to allow them to be as smooth as possible.

At Berry Hill, we intend to ensure identification of the needs of pupils with SEND occurs as early as possible, with appropriate and prompt response to overcome barriers to learning, ensuring all pupils have access to the National Curriculum. Continuous monitoring of pupils with SEND and directive action will ensure pupils with SEND are able to fulfil their full potential.

We will work with pupils and parents to gain understanding of needs, and involve them in education. When pupil needs cannot be met by the school alone, we will seek additional support outside school. We will create a school environment where pupils feel safe to voice their opinions of their own needs. All children are encouraged to participate fully in the life of the school, with safe and reasonable adaptations.

#### **Implementation:**

#### **Responsibility for the coordination of SEND provision**

The person responsible for overseeing the provision for children with SEND  
**Mr B Trenowden Head Teacher**

The person co-ordinating the day to day provision of education for pupils with SEND is **Miss L Smith SENDCO**

Our school is also supported by Emotional Literacy Support Assistants  
**Mrs M Kirk and Mrs D Colley**

#### **Arrangements for coordinating SEND provision**

The SENDCO will hold details of all relevant SEND Support records such as whole school provision maps, Pupil Profiles and Personalised risk assessments for individual pupils.

#### **All staff can access:**

- Berry Hill Primary School and Nursery SEND Policy
- A record of pupils identified of having SEND Support in school
- A record of pupils identified as having potential SEND concerns
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans)

- Information on individual pupils' special educational needs
- Information on the Berry Hill graduated response
- Information to support our offers for areas of SEND
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Nottinghamshire's SEND Local Offer
- Access to relevant training opportunities

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way, relevant staff members will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all children.

### **Admission arrangements**

Children will be admitted to full-time education as follows:-

- Children will be admitted to full time education at the beginning of the Autumn Term of the school year in which they turn five , or at a date during this year that parents and school agree

Parents may defer their child's entry to school following Nottinghamshire County Councils admissions criteria.

For further information on our school admissions policy, please see our school website.

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

At Berry Hill we have planned programmes for transition which are devised to meet the needs of individual pupils. Arrangements include liaison with previous settings and agencies where appropriate and consultation with parents and carers.

We are committed to whole school inclusion.

### **Access Arrangements**

The school has a range of specialist facilities in place. These include

- Drop down changing bench and safety screen fitted in Foundation One

- Changing plinth and disabled toilet in F2
- Accessible toilets in both the upper and lower areas of school.
- Stair lift enabling wheel chair access to the Key Stage 1 area.
- An awareness of adaptations to meet the communication needs of pupil, staff and visitors
- Access to symbols and Makaton trained staff

For further details see our Accessibility Plan on our school website.

## Identification of pupils needs

### Identification

See definition of Special Educational Needs at start of policy

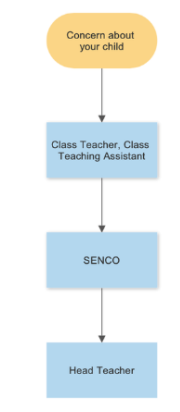
At Berry Hill Primary School we have adopted the graduated approach, (as outlined in the Code of Practice), as a model of action and intervention for children with SEND.

The approach recognises that there is a continuum of SEND and where necessary increasing specialist expertise will be accessed to provide support for both children and staff.

### A graduated approach:

#### *Quality First Teaching*

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with expected attainment will be monitored.
- Once a pupil has been identified as *possibly* having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. Concerns will be discussed with parents, and information gathering will occur to develop a whole child view of the concerns.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be



applied. Staff training will be provided in response to changing needs within school (through individual, group or whole school training) to ensure they are supported in teaching pupils within their classes.

- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) If a pupil has recently been removed from the SEND support list they may also fall into this category as continued monitoring will be necessary.
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND support list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- h) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

### ***SEND Support***

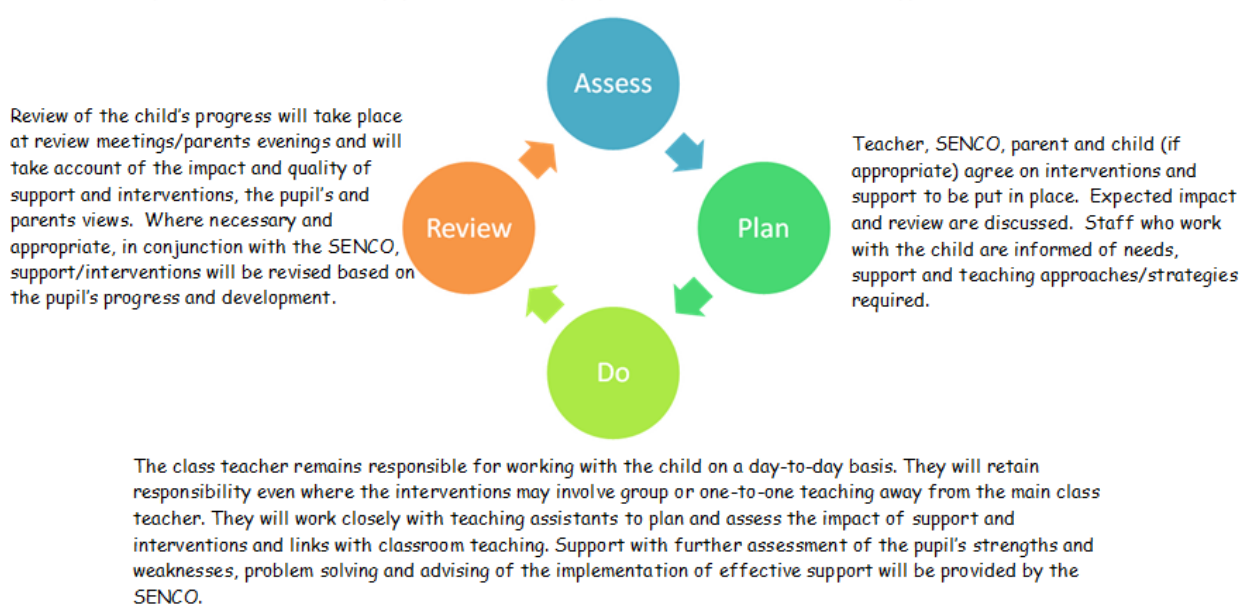
Where it is determined that a child does have SEND, this will be discussed with parents and with parental consent their child's name will be added to the schools SEND Support register. The aim of identifying a pupil with SEND is to help school ensure that effective provision is put in place and so reduce barriers to learning and enable the child to make progress. The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.



The pupil's needs will be assessed using a variety of sources: the class teacher's knowledge and assessment of the pupil's progress and attainment; comparisons with peers and national data; the parents' views and experience of the child; the pupil's views and if appropriate, the views of an external support service.



### ***Referral for an Education, Health and Care Plan***

If a child has complex needs requiring complex arrangements, they may undergo a Statutory Assessment Process which can be requested by the school, parents or other professionals. This will occur where the complexity of need or additional clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SENDD Local Offer:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

Or by contacting the Integrated Children's Disability Service

[ICDSbusiness.support@nottsc.gov.uk](mailto:ICDSbusiness.support@nottsc.gov.uk)

ICDS Duty 0115 8041275

ICDS Business support 01115 8041520

or by contacting Ask Us Education:

0800 121 7772

Email: [enquires@ppsnotts.org.uk](mailto:enquires@ppsnotts.org.uk) website: [www.ppsnotts.org.uk](http://www.ppsnotts.org.uk)

### ***Education, Health and Care Plans [EHC Plan]***

- a) Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available and the EHCP criteria is met. The school and the child's parents will be involved in developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

### **Allocation of resources for pupils with SEND**

All pupils with SEND are funded through Element 1 and 2 of a school's budget.

School may access additional funding for some named pupils with SEND. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (Our Family of Schools comprises of a Samworth Church Academy and its feeder primary schools).

For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

## **Access to the curriculum, information and associated services**

Every effort will be made to educate pupils with SEND alongside their peers. The SENDCO will consult with the child, parents and teacher and reasonable adjustments will be made to ensure children with SEND have access to a broad and balanced curriculum. This may be through the provision of additional support or equipment.

## **Inclusion of pupils with SEND**

The Head Teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by all staff to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit, the Multi-Agency Safeguarding Hub, Health professional and Sherwood Area Partnership

## **Impact**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is undertaken through parent's evenings, review meetings and annual pupil reports

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

We have different ways of gathering information to evaluate the success of our SEND provision, these include the mapping of SEND provision, and the monitoring, review and evaluation of interventions used to support pupils.

Information from provision management can be used to identify how effective provision (interventions) is in enabling pupils to achieve academic and wider outcomes

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCO and head

teacher/SEND governor and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

### **Complaints procedure**

See School Website for details of the Complaints Policy and procedures

### **In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

This may include the following training programmes:

- ECT support
- Moving and Handling
- De-escalation and positive intervention
- Speech and language
- Specific to individual children's needs e.g. ASD, Downs Syndrome, Dyslexia, Braille
- Support for specific needs such as Autism, Dyslexia

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues and we have funding available to support this professional development. The SENDCO, with the SEND or leadership team, ensures that training opportunities are matched to school development priorities and pupil's needs within school.

### **Links to support services, outside agencies and voluntary organisations**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

With parental consent the sharing of knowledge and information with our support services is key to the effective and successful SEND provision within our school.

The following services may be involved as and when is necessary:

- Education Psychology
- Health e.g. SALT, School Nurse, Physiotherapy, Occupational therapy, Paediatrician
- Schools and Families Specialist Support
- Personnel, social and emotional development team - Sherwood Area Partnership
- Occupational Health services

### **Working in partnerships with parents**

All at Berry Hill Primary school believe that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic outcomes are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor may be contacted via the school office in relation to SEND matters.

### **Links with other schools**

The school is a member of the Samworth Family of school and the Minster Teaching Alliance. This enables the schools to build a bank of joint resources and to share advice, training and the development of activities and expertise.

### **Transition**

Transition plans for pupils with SEND to Samworth Church Academy or their allocated secondary school will be formulated on an individual basis. This will be in addition to the standard transition arrangements that are made for all children. Berry Hill considers good practice at all points of internal and external to and from transition, and utilise a tiered plan to identify and formulate individual plans.

**This policy will be reviewed annually.**