

# Bushbury Hill Primary School



## Special Educational Needs & Disability September 2024

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| <b>Document Holder</b>            | <b>Analiese Collings</b> |
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## **Our Ethos/ Vision**

At Bushbury Hill Primary School, we are committed to giving all of our children every opportunity to achieve. Our vision is for every child, regardless of learning difficulty, disability, disadvantage or special educational needs, is to be inspired through a creative curriculum, so that they become confident and caring individuals, who work hard and become lifelong learners, so they aspire to be, the best they can be, in everything they do.

**Our School Motto is:**  
**“To Be the Best That We Can Be”**

This policy, together with our SEN Information report, will explain how we will do this; by ensuring that the necessary provision is made for every pupil. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. Bushbury Hill Primary School is passionate about inclusive education for all and welcomes the unique contribution which every individual can make to our school community.

## **Definition of SEN and Disability (SEND)**

At our school we use the definition for SEND to mean ‘Special Educational Needs and Disabilities’ from the *SEND Code of Practice (2014)*. This states:

**SEN:** 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.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

The Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

Bushbury Hill Primary School believes that all children with a Special Educational Need must have their needs recognised and assessed, with appropriate and timely intervention put in place. We strive to deliver appropriate curriculum to:

- provide suitable learning challenges
- meet the pupils diverse learning needs
- remove the barriers to assessment and learning

The Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

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

## Objectives

- To ensure a clear process for identifying, assessing, planning, providing and regularly reviewing for SEND pupils with the pupils and their parents/carers at the centre.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, June 2014.
- Ensure that all students with SEN are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents / carers to enable them to make an active, empowered and informed contribution to their son/daughter's education.

## Implementation of the policy:

The overall aim of this policy is to improve the outcomes for every child with SEN in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Making SEN provision an integral part of each School Improvement Plan.
- Enabling identified pupils with SEN to reach their full potential.
- Enabling successful transition of SEN pupils from their previous educational establishment and beyond their life in this school.
- Removing barriers to achievement and offering alternative / personalised curriculum at all key stages to meet the needs of the individual.
- Arranging specialised provision to meet the needs of groups with low-level achievement.
- Enabling all SEN students to join in with the activities of the school together with pupils who do not have SEN, as far as is reasonably practical.
- Professional development of teaching and support staff in the area of SEN is key to the quality of Teaching and Learning of students with SEN.
- Regular monitoring of the progress and development of all pupils throughout the school.
- Providing high quality first wave teaching that is differentiated and personalised to meet the needs of every individual.
- Ensuring that appropriate staffing and funding is in place for pupils with SEN.
- Ensuring that all governors, particularly the SEN Governor, **Mr Robert Cottrell** are up-to-date and knowledgeable about the Schools' SEN provision and inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.

## Staffing and professional development

The Leadership Team will take active steps to ensure that staff are both aware of and adheres to the objectives and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training. This policy will be reviewed by the Governing Board every year in accordance with the school's review cycle. The Governing Board must ensure that there is a qualified teacher designated as SENCO for the School and that this teacher must also hold the postgraduate NPQ SENCO award or be working towards it within 3 years of appointment to the role.

The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care (EHC) plans. The SENCO is **Analiese Collings**. ([acollings@bushburyhillprimary.co.uk](mailto:acollings@bushburyhillprimary.co.uk))

SEN Governor: The SEN governor is **Mr. Robert Cottrell**. He has responsibility for monitoring policy implementation, attending link visits and liaising between the SENCO and the Governing Body.

## **Responsibilities**

The Special Educational Needs Coordinator (SENCO), **Analiese Collings**, is responsible for:

- The SEND policy and its implementation
- Co-ordinating a whole school, layered provision map of support for children with SEN
- Updating the SEN register and maintaining individual pupil records
- Monitoring the quality of provision and impact of interventions
- Attending network meetings and updating staff
- Referrals to and liaison with outside agencies
- Overseeing and leading the SEND Rainbow Room teacher, learning mentors, HLTAs, LSAs and the speech and language development officer with responsibility for SEN
- Work alongside our educational psychologist to best meet the needs of the pupils
- Maintaining regular liaison with parents/carers
- Supporting staff in identifying pupils with SEN
- Maintaining links and information sharing with receiving schools
- Using baseline data to identify and monitor all students with SEN.
- Informing teaching staff of pupils SEN and the provision needed.
- Ensuring the correct provision is in place for all students with SEN.
- Acting upon 'referrals' from staff
- Monitoring, evaluating and reviewing the curriculum that is in place for all pupils with SEN.
- Ensuring that access arrangements are in place, when required, for external examinations.
- Co-ordinating smooth transition from feeder schools, and to further education establishments
- Attending and organising meetings where appropriate.
- Conducting annual reviews for pupils with an EHCP (Education Health and Care Plan)
- Liaising with parents of pupils with SEN through parents' sessions and SEN support meetings where appropriate.
- Managing the staff and operation of both Rainbow Rooms / Nurture provision
- Arranging and delivering appropriate whole school CPD
- To liaise with outside agencies and local authority support services where necessary. These include the Hearing and Visual Impairment Team, Early Years SEN team, Speech and Language Therapy Service, Specialist Teacher services, Outreach services appropriate to the needs of the pupils
- The SENCO will liaise with Social Services, Health services, the Eclipse / Early Help Team, Strengthening Family workers and Attendance officers and Educational Welfare Officers.

The class teacher is responsible for:

- The progress and development of all pupils in their class, including those with SEN and pupils who access nurture provision
- Providing quality first wave teaching and identifying on class planning the differentiated provision they are making for pupils with SEN
- Ensuring the intervention plan is implemented in the classroom
- Writing and reviewing the provision map for pupils with SEN
- Regular liaison with parents and the SENCO
- Effective deployment of additional adults
- Setting achievable, but aspirational, targets for individual pupils and evaluating the success of these targets
- Meeting with parents / carers at parents' evenings and open evenings to involve them in the review and plan of interventions
- Discussing with pupils their interventions, taking their views, wishes and feelings into account, and involve them as fully as possible in decision making about their own education
- Contributing to the annual review of Education Health Care Plans.
- Identifying and referring pupils who are having difficulties to the SENCO via the SEND referral form or in a face to face meeting
- Attending CPD provided by the SENCO.

All Staff, including learning mentors, HLTAs, LSAs, LLPLs and the speech and language development officer are responsible for:

- Ensuring that day to day provision is in place for the pupils they support
- Implementing agreed strategies and programmes, and advice from specialists.
- Record keeping and assessing the progress of pupils and reporting this on the provision map
- Identifying resources needs and maintaining any specialist equipment
- Regular communication with class teachers and SENCO

The SEN Governor, **Mr Robert Cottrell**, is responsible for:

- Monitoring the effective implementation of the SEN policy
- Liaising termly with the SENCO
- Reporting to the governing body on SEND
- Ensuring that pupils with SEND participate fully in school activities

### **A Graduated Approach to SEN Support**

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN.

The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will provide interventions for support and discuss their concerns with the SENCO. At this stage, they will be highlighted in progress meetings as an underachiever or having a short term need, depending on the individual's circumstances. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. Particular care is taken when identifying and assessing SEN for children whose first language is not English. Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Early Years Special Educational Needs team (EYSEN)
- Specialist Teacher Support Services
- Speech and Language Therapy Service
- Outreach Teams
- Occupational Therapy
- Educational Welfare Team
- Children's Services
- School Nurse/health visitors team
- Child and Adolescent Mental Health Service (CAMHS)

This begins a cycle of **assess, plan, do, review** with the child/young person at the centre of the process. This is managed in a whole school provision map of interventions, which is intended to be a working document. This is regularly updated as more is understood about the child's SEN, including their response to interventions. Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment via Eclipse, may be used to identify help required and to prevent needs escalating.

## **Identification of Needs**

Bushbury Hill believe in interventions for all groups of learners; pupils with SEN, underachievers, pupils with a short term need and most able pupils. These learners' needs are then categorised into the four broad areas of need, according to the Code of Practice. For some learners this may mean multiple areas of need as it is important to identify the full range of needs, not simply the primary need of an individual pupil. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

### **The Code of Practice refers to four broad areas of need:**

**Communication and Interaction** - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, 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** refers to children with learning difficulties. These children are identified making less than expected progress given their age and individual circumstances. This can be characterised by progress which, despite relevant interventions:

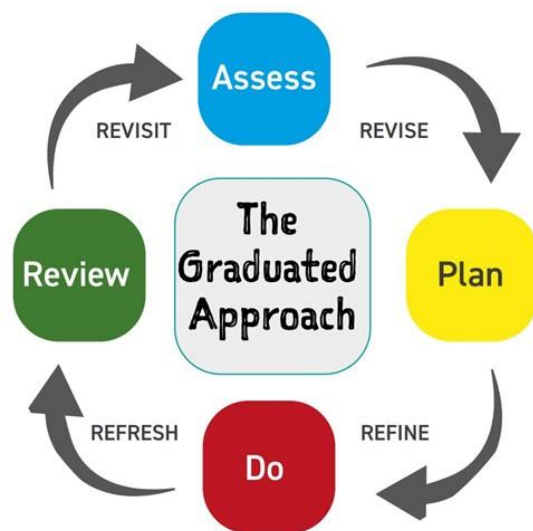
- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Learning difficulties covers a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental Health (SEMH)** - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. In managing pupils' mental health and behaviour difficulties in school, Bushbury Hill has clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

**Sensory and/or Physical Needs** - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and / or equipment to access all the opportunities available to their peers.

Where a pupil is identified as having SEN, Bushbury Hill will take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes 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. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.



### **Assess**

Bushbury Hill has a very proactive approach to assessing Special Educational Needs and wider issues relating to Mental Health difficulties and behavioural, social and emotional disorders. We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from Health and Social services. We use a referral system whereby staff can highlight concerns.

### **Plan**

Where SEN Support is required, the teacher overseen in discussion with the SENCO will highlight this at the termly progress meetings for that year group. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. The teachers ensure the provision is in place on Edukey. This outlines the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a timescale of sessions, which is reviewed at the end of each term. Targets for the pupil will also be added to Edukey and will be shared with her/him using child friendly language and with parents/carers.

### **Do**

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with staff responsible for the intervention and ensure the intervention is taking place, record the progress of the intervention and monitor the impact that this is having. The SENCO will provide support, guidance and advice for the teacher.

### **Review**

Edukey, including the targets set for the pupils as well as the impact of the support and interventions, will be reviewed each term by the teacher, who has overall responsibility for the pupil. The teacher and (where different) the adult leading the intervention, will celebrate successes with the pupil, discuss progress and next steps. The SENCO, phase leaders and senior leadership team will analyse progress and consider next steps. This forms part of the leadership monitoring cycle and is reported on at termly meetings to inform the school improvement plan for the next term. Parent/carers are given the opportunity at least 3 times a year to review the progress and the impact of interventions at parents' evenings and includes the opportunity to meet directly with the SENCO. Together, this will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

### **Criteria for removing pupils from the SEN Register**

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained and this may include provision made for 'underachiever' or 'short term needs' learner interventions where necessary.

### **Requesting an Educational, Health and Care (EHC) needs assessment**

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. This brings together the child's health and social care needs as well as their special educational needs. The EHCP replaces what were formerly called 'Statements of Special Educational Needs'. As a parent you have the right to request an Education Health Care Needs Assessment. If you would like to request an Education Health Care Needs Assessment, please contact the SENCO to discuss this further.

### **Reviewing Education Health Care Plans**

In addition to the SEN support meetings and SEN reviews at parents' evenings offered to pupils on SEN support, we also ensure the EHCP is used to actively monitor children and young people's progress towards their outcomes and longer-term aspirations. EHCPs are reviewed by the local authority as a minimum every 12 months. Pupils will send an invitation to their parents to attend their annual review and will attend part of the meeting to share their achievements for the year and aspirations for the future. Reviews focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan. The review decides whether these outcomes and supporting targets remain appropriate.

### **Additional support for parents**

In addition to the support provided by school, Wolverhampton Information, Advice and Support Service offer impartial information, advice and support on matters relating to a child or young person's special educational needs or disability from birth to 25 years. They can be contacted via their website: [www.wolvesiass.org](http://www.wolvesiass.org). Furthermore; Voice4Parents is Wolverhampton's parent/carer forum. They are a group of parents whose children have a range of additional needs. They work closely with the Information, Advice and Support Service to gather the views of parents and carers to try and improve services in Wolverhampton.

### **Monitoring and evaluation of SEN**

The SENCO, head teacher and the SLT regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data and based on their age and starting points.
- Interventions baseline and exit data
- Progress against individual targets
- Pupils' work and interviews

### **Training and development**

Training needs are identified in response to the needs of pupils currently on the SEN register. School staff have specific training and expertise. The SENCO attends network meetings to share good practice with colleagues and keep up to date with SEND developments.

### **Supporting pupils at school with medical conditions**

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. an extra adult to accompany a child on a school trips/residential. For further information, please see our medical needs policy.

### **Admission arrangements**

Pupils with SEN are admitted within the normal admissions procedure of the school. Parents and pupils are invited to view the school on a private inspection through appointment. The Equality act 2010 ensures that disabled children and young people are welcomed in respect of admissions related to their disability.



### **Transition arrangements**

Support for students with Special Educational Needs includes the planning and preparation at key transitional phases of education. For pupils arriving at Bushbury Hill Primary School, a bespoke comprehensive package of transitional support can be put into place, to meet the needs of the child. This can take the form of a photo booklet of key people and places, transition days and establishing wishes and feelings with the pupil. Transitions to their next step in education are planned carefully in relation to the pupils' needs and again, a tailor-made package is planned and arranged with the next provider, which together with the pupil and parents, we feel will best suit the needs of the individual.

### **Complaints**

We ask that parents/carers with any concerns regarding the SEND policy or the provision made for their child at Bushbury to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers have not had their concern resolved, they should then make an appointment to see the head teacher and follow the school complaints procedures.

### **Access to this policy**

You can get a copy of our policy in a number of ways:

- The school website, where you will also find the SEN information report.
- A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

### **Key Documentation**

The following documents have informed this policy which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

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

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education <https://www.gov.uk/government/publications/keeping-children-safe-in-education>