Burghfield Common Federation

Mrs Bland's Infant and Nursery School

and

Garland Junior School

Special Educational Needs and Disabilities Policy

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Our Vision for Inclusion;

At the Burghfield Common Federation, we believe every child deserves to shine. Guided by our values of perseverance, kindness, respect, good manners and teamwork, we are committed to creating an inclusive and equitable environment where all pupils, especially those with SEND, are understood, supported and empowered.
We champion Community, Curiosity, Creativity and Challenge for every learner by removing barriers, celebrating individuality and ensuring equal access to tailored provision in addition to Quality First Teaching. Through strong relationships with families and professionals, we nurture each child's strengths, promote confidence and independence and ensure they feel safe, valued and able to thrive. Our vision is to discover every child's sparkle and ensure that every learner, regardless of need, can flourish at the heart of our inclusive community.

Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Pupils and Families Act 2014.

A pupil 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 pupil 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 pupil 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.

Pupils 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 Local Offer

From September 2014 every Local Authority is required to publish information about services in their area for pupils and young people from birth to 25 who have special educational needs and/or disabilities (SEND); and also services outside of the area which pupils from their area may use. This will be known as the "Local Offer".

The Local Offer will put all the information about education, health and care services, voluntary agencies, leisure activities and support groups in one place.

To access our Local Offer go to the SEND page on the website. Burghfield Common Federation - Special Educational Needs and Disabilities

Policy Aims and Objectives
The Burghfield Common Federation (BCF) is fully inclusive across both Mrs Bland's Infant and Nursey School and Garland Junior School, promoting a respectful and supportive learning environment. We actively seek to remove barriers to learning ensuring equal opportunities are a reality for all pupils enriched through our **school values**:

- **Perseverance -** learning with confidence and without fear of failure
- **Kindness -** showing consideration and concern for others
- **Respect and Good Manners -** caring for one another and valuing differences
- **Teamwork -** growing together through shared experiences

Aims
As a Federation:

- We actively seek to provide an integrated and supportive environment for all pupils across all areas of our curriculum and learning enrichment opportunities
- We strive to promote all pupils' understanding of diversity, ensuring that all differences are understood, nurtured and celebrated
- We actively promote for all pupils to have appropriate strategies to support both their emotional and learning behaviours and develop a positive attitude towards mental health and personal wellbeing
- Our passion for a stimulating learning environment promotes opportunities that are driven by practical exploration both in the classroom and wider school environment
- We strive to ensure all pupils, regardless of their individual need, experience success in their learning, by ensuring that our curriculum and wider learning is suitably and appropriately adapted for all to access alongside their peers
- We pride ourselves in being proactive to identify additional needs of our pupils as early as possible and ensure that support is actively fostered at onset.

Policy Objectives
(This policy should be read alongside the following policies also on the BCF website;
SEND Information Report (this has further and more specific information for parents)
Equalities Policy
Accessibility Plan
Safeguarding Policy
Attendance Policy
Behaviour Policy)

The objectives of this policy are to meet the individual needs of all SEND pupils in our care by:

- Ensuring assessment is carried out as an integral part of our teaching, providing up to date information and an accurate picture of our pupil's progress, enabling early identification of SEND
- Ensuring our pupils with SEND have access to a broad and balance curriculum, and the National Curriculum is appropriately adapted and delivered using 'quality first' teaching, allowing pupils with SEND to engage in learning alongside their peers, including those who do not have SEND.
- Developing a close partnership with parents, ensuring they are involved all in stages of their pupil's education
- Promoting effective involvement and support from external agencies.

BCF aims to discover the ***sparkle and shine*** of all pupils to ensure they strive by having in place the following:

- Early recognition of pupils with SEND and additional needs and providing continuous and regular monitoring of their learning and support
- Appropriate provision to overcome barriers and ensuring all pupils have opportunities to shine through regular monitoring, assessing and adaptations
- Support for all staff who work with pupils of SEND or additional needs to understand the individual needs of each pupil
- Provision of Support and Achievement Plans (SAPS) and Graduated Approach Plans (GAPS), to support and monitor personalised small steps of learning
- Support for all teachers to adapt the curriculum and environment to meet the needs of all
- Referring to and liaising with outside agencies to seek extra professional support for individuals
- Working collaboratively with parents to gain a deeper understanding of their child, and involve them in all stages of their child's education - this includes supporting them in terms of understanding SEND procedures and practices
- Working with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Cognition and Learning Team (CALT), Speech and Language (SALT), Educational Psychology Service, and Children and Adult Mental Health Service CAMHS, Early Development and Inclusion Team (EDIT), and Special Schools Inclusion Service (SISS)
- Creating a school environment where pupils can contribute to their own learning
  This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals - we ensure pupil voice is taken account of when and where appropriate
- Actively encouraging and supporting the aspirations of and having high expectations for all pupils with SEND in every area of school life.

Responsibility for the coordination of SEND provision

Provision for pupils with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in their class, and to be aware that these needs may be present in different learning situations. **All staff** are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Executive Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND Governor), who takes particular interest in this aspect of the school.

Class teachers are responsible for:

- Including pupils with SEND in the classroom, and for providing an appropriately adapted and scaffolded curriculum for all. They can draw on the Inclusion Lead/SENDCo for advice on assessment and strategies to support inclusion
- Ensuring that they are identifying, monitoring and supporting all pupils with SEND
- Providing informative feedback to parents of pupils with SEND.

The **Inclusion Lead/SENDCo** is responsible for:

- Overseeing the day-to-day operation of this policy
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff

• Supporting staff to identify pupils with SEND and monitoring their learning and support
• Carrying out detailed assessments and observations of pupils with specific learning problems
• Co-ordinating and supporting the provision provided for pupils with SEND to support individual needs
• Gathering evidence and reports to make applications for additional support for pupils with SEND, including assessments for Educational Care Plans (EHCP)
• Supporting class teachers with the writing and implementation of Support and Action (and Play) Plans (SAPs/SAPPs/GAPs), and EHCPs
• Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
• Liaising with outside agencies for specialist support and advice when required
• Coordinating smooth transitions and ensuring children are prepared for independence (and eventually adulthood), between Home>Nursery, EYFS>KS1, KS1>KS2 (particularly for our federation with the change in schools) and from KS2 to secondary school.

The **Executive Headteacher/Head of School** has responsibility for:
• The management of all aspects of the schools' work, including provision for pupils with SEND
• Keeping the governing body informed about SEND issues
• Ensuring that the implementation of this policy and the impact of it within the federation are monitored and reported to governors.

The **Governing Body** will ensure that:
• SEND provision is an integral part of the school improvement/development plan
• The necessary provision is made for any pupil with SEND
• Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
• They have regard to the requirements of the *SEND Code of Practice* (2015)
• They are fully informed about SEND issues, so that they can play a major part in school self-review.

What SEND support looks like at The Burghfield Common Federation

Admission Arrangements
The federation will have full regard to the West Berkshire Local Authority Admissions policy. As a federation each application will be assessed individually regarding the pupil's needs and the support that can be offered.
Accessibility and provision for those pupils with physical needs is continually being considered and developed in line with national guidelines.

Working with parents
BCF advocates that a positive and close working relationship with parents is vital to ensure:

- An early and accurate identification and assessment of SEND leading to appropriate support via interventions and provision
- Continuing progress for pupils with SEND both socially and academically
- Personalised targets are set and met effectively both at home and school.

In some cases, more frequent contact may be needed with parents and this will be arranged on the pupils' individual needs.

If school identifies that a pupil may have a special educational need, parents will be consulted and future support and provision will be discussed.

If parents have concerns regarding their child presenting with a special educational need, they should discuss their concerns with the class teacher or contact The Inclusion Lead/SENDCo via the school office.

Assessing, identifying and supporting pupils needs

- Ongoing assessments take place alongside peers or in a quiet room if needed
- Teachers and the Inclusion Lead/SENDCo will work together on the most suitable assessment approach for individuals
- Specific assessments can be administered if there are concerns in a specific area of learning
- Once a need has been identified, the school will support with an appropriate intervention approach
- ELSA support may be offered to support pupils with social and emotional needs
- If it is felt that a pupil requires significant support over and above what can be met within normal school resources, the school or parents/carers can apply to the Local Authority for an Assessment of the pupil's Educational and Health Care needs. Following the assessment, the Local Authority may decide that an Educational Health Care Plan (EHCP) is appropriate.

Responding to Needs

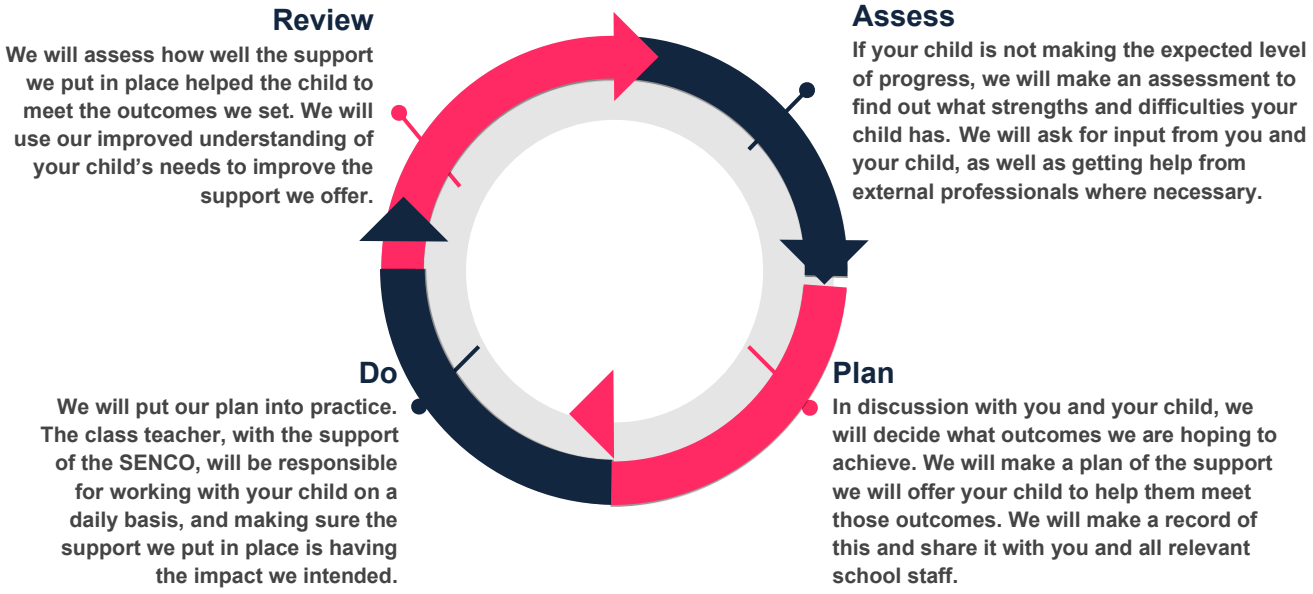
The Graduated Approach Plan (GAP)

Sometimes it is necessary for a short-term plan to be put in place for a pupil. This may be due to concerns being raised by teachers or parents relating to progress in attainment or their emotional needs.

This short-term plan supports setting learning targets, monitoring progress, and gathering further evidence that may lead to a pupil being identified as having a special educational need, this may result in a Support and Achievement Plan (SAP) being put in place.

The support given through a GAP can also result in the pupil making sufficient progress to reach their targets and goals, meaning there is no further need for a GAP at this stage.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



The Support and Achievement Plan (SAP)

A SAP outlines the pupils strengths and weaknesses and sets specific targets for the pupil to work towards. SAPs are reviewed termly by the class teacher and Inclusion Lead, new targets are set in consultation with the parents, our older pupils may also be involved in this process. A SAP can be

used as evidence if the school decides to apply for additional funding or an Educational Health Care Plan (EHCP) to further support the pupil.

The Educational Health Care Plan (EHCP)

Some pupils require significant support within the mainstream setting over and above that which can be met from normal school resources. In cases such as this, the school or parents may apply to the Local Authority for an assessment of needs for an Educational Health Care Plan. The Local Authority will gather a range of information and assessments from all parties who are involved with the care and support of the pupil. If the Local Authority decides that extra support is required, the level of additional support will be formalised through an EHCP.

The EHCP is a detailed document which sets out in depth the needs of the pupil and includes the provision required to meet those needs. EHCPs are reviewed annually when adjustments to the level of support and educational setting may be made. Pupils with an EHCP will have targets set through a SAP, which is reviewed termly.

Supporting Emotional Needs

BCF prides itself in the support that is offered to its pupils and their families' emotional needs.

We have an Emotional Literacy Support Assistant (ELSA) based in each school plus an Early years ELSA, who all work with pupils to understand and process their emotions and worries and support with strategies to help manage their feelings.

Our Pastoral Lead works across the federation and can provide support for the whole family.

Arrangements for complaints

BCF strives to work very closely with our parents, but if there is any reason that you are unhappy with the provision your pupil is receiving, and this cannot be resolved in consultation with the class teacher, Inclusion Lead, Head of School or Executive Head, please refer to our school complaints policy, which can be found on our website.