2018 – 2019 SEN POLICY

SEN Co-ordinator: Mrs. C. Diggle (Assistant Headteacher)
Mrs Diggle holds the National Award for SEN and is a member of the schools SLT.

digglec@queensbridge.bolton.sch.uk

SEN Governor: Mrs V. Packer

Introduction
Queensbridge School provides a broad and balanced curriculum for all children. At Queensbridge we strongly believe that it is every child’s right to be included in all aspects of learning. We have a strong desire for all children to achieve their full potential in a safe and secure environment that allows them achieve success and overcome difficulties. All teachers are teachers of children with SEND and work with support staff to meet the diverse needs of all pupils.

Children may have special educational needs either throughout, or at any time during, their school career. A minority of children have particular learning/physical and assessment needs that could create barriers to learning. These needs are likely to arise as a consequence of a child having special educational needs. As a school we ensure that curriculum planning and delivery, provision and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Early Years Foundation Stage Document and end of year expectations are our starting points for the planning that has to take place to meet the specific needs of individuals and of groups of children. When planning, teachers take account of these needs and set suitable learning challenges to enable children with extra and additional needs to learn and demonstrate what they know and understand and enable them to participate effectively in curriculum and assessment activities.

This policy has been developed in line with the Special Educational Needs and Disabilities Code of Practice 2014 - SEND. It draws together legislation, guidance and school’s working practice and reflects the beliefs of staff, governors and parents.

Aims
The school aims to enable all children to have full access to all elements of the school curriculum by:

- Creating a nurturing environment that meets the special educational needs of each child.
- Ensuring that the special educational needs of children are identified, assessed and appropriate provision made available.
- Helping each child develop a positive self-image, promoting self-discipline, self-awareness and self-confidence.
- Identifying the roles and responsibilities of staff in providing for children’s special educational needs.
- Making clear the expectations of all partners in the process.
Objectives
The objectives for the current year are to:

- To develop the curriculum for pupils within the school's Resourced Provision (Smart room).
- Train and develop staff knowledge of teaching and supporting pupils with PMLD and SLD.
- To maintain and develop the schools inclusive nature through meaningful integration of the school resourced provision in whole school life and curriculum.
- Develop an effective system to track the progress of pupils working below national curriculum expectations.
- To develop links with other specialist provision and to engage in moderation activities with other settings.
- To provide specialist teaching for groups of identified pupil with SEND.
- Implement wave two and three intervention strategies for children who are below age related expectations.

Educational Inclusion
At Queensbridge we believe that teachers should set suitable learning challenges that aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. This must encompass the whole school population and include boys and girls, pupils with extra and additional needs, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees, asylum seekers and those from diverse linguistic backgrounds.

Teachers should:
- Be aware that children bring to school different experiences, interests and strengths which will influence the way in which they learn.
- Teach the knowledge, skills and understanding in ways that suit their pupils’ abilities, learning style and interests.
- Have high expectations, set high standards and provide opportunities for all pupils to achieve.
- Plan curriculum content and delivery, and assessment of progress for children with SEN taking into account the child’s extra and additional needs.

Admission arrangements and facilities to enable inclusion.

Queensbridge School is a main stream primary with an eight place resourced provision base for pupils with severe and profound and multiple learning difficulties from Reception onwards. Regular places are offered in line with LA policy, through pupil services.

The school does not discriminate against the admission of pupils on the grounds of a special educational need, where their differing abilities can be catered for within a mainstream setting.

The site is fully accessible for wheelchair users. There are two fully accessible bathrooms which are equipped with height adjustable changing beds. There is a ceiling track hoist in
both bathrooms. There is a tracked ceiling hoist in both the Smart Room and the sensory room. In addition, there is a mobile hoist for use in other areas of the school. Separate small rooms are available for individual physical and/or speech therapy. The Smart Room offers multi-sensory experiences to aid teaching and learning.

A range of small aids and equipment is available for use by pupil’s e.g. self-opening scissors, handi-writers, slopped boards.

**Identifying Special Educational Needs**

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN 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.

**Broad Areas of Need** – pupils identified as having special educational needs will have needs in one / more of the following areas.

- **Communication and interaction** – children with speech, language and communication needs who have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times if their lives. Children with an Autism Spectrum Disorder, including Asperger’s Syndrome and Autism are likely to have difficulties with social interaction, language and communication.

- **Cognition and learning** – support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

- **Social, emotional and mental health difficulties** – children may experience a range of social and emotional difficulties which may manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **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 multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children
with a physical disability will also require additional ongoing support/equipment to access the opportunities available to their peers.

A Graduated Approach to SEN Support
Pupils’ attainment, progress and performance is part of ongoing observation and assessment from assessed starting points. It is the responsibility of every teacher to closely monitor the progress of each child within his or her class. By close daily contact, the teacher is in a prime position to identify children who experience difficulties which will be flagged up if:

- They make significantly slower progress from their peers starting at the same baseline.
- They fail to match or better their previous rate of progress.
- There is concern about performance against end of year expectations within the National Curriculum.
- They present with behaviors that hinder their ability to listen, follow instructions and participate
- They have difficulty using regular classroom equipment to engage in tasks and activities.

If after measuring the child’s progress through observations, pupil profiling, progress against national expectations, performance against level descriptors in the National Curriculum, and standardised screening / assessment tools the attainment gap widens, concerns are raised with parents and with the SENCo.

These concerns are raised by class teachers with the SENCo at termly meetings. The information is recorded on the Yellow Sheets detailing the area/s of concern and strategies / interventions to attempt to ameliorate the child’s difficulties.

If after this discussion further needs are identified, the class teacher will discuss placing a pupil on the SEN register with a parent. Class teachers then draft an Additional Provision Plan for discussion at Pupil Progress Meetings with the Head Teacher. Here quality first teaching, intervention, progress and attainment is discussed. The Additional Provision Plans are then shared and discussed with parents at parent’s evening. Once the plans are agreed with parents these are shared with the SENCo. This procedure is monitored and reviewed at the next pupil progress meeting and monitored by the SENCo.

Pupils on the SEN Register – managing their needs
At the termly meetings with the SENCo children who have been identified as having a special educational need will be reviewed. The intervention put in place will be reviewed. If progress is still a cause for concern, the SENCO will discuss possibility of contacting external agencies. If this is thought to be appropriate parents and the child will be invited to discuss the potential involvement of external agencies and, if this agreed, complete the appropriate request form. The agencies and professional services currently accessed by the school are:
Educational Psychology Service (Dr. Susan Cornwell)
Ladywood Outreach Advisory Service (specialist teacher)
Spld Literacy Support, Ladywood Outreach (specialist teacher)
Behaviour Support
Pupil Referral Unit
Speech and Language Therapy
Occupational Therapy
Physiotherapy
Health visitor
School Nurse
Community Nursing Team
Specialist Nurses
Learning Disability Service
Firwood High School (transition –Assistant Head Teacher)
Secondary School SENCO (where appropriate for mainstream transition)

If, after 2 terms of additional support and advice, the school or parents are still concerned about a child’s progress and attainment, it may be necessary to apply to the Local Authority for additional funding through the High Needs Funding process. Details about this process can be found in the Local Authority SENCo Handbook. An Early Help may also need completing with parents. This is the local area referral and assessment system. If after further assessment and agency support pupils continue have a high level of need a formal request may be made to the local authority for an assessment to see if the child meets the criteria for an Education and Health Care Plan. The SENCO collates information from other agencies and completes a full report including costing resources (human and physical), additional funding spent by school, interventions, external agency support and special equipment required.

If a child makes accelerated progress and it is decided at SENCo\Pupil Progress Meetings to remove them from the SEN register, an exit from the SEN register form is completed with the SENCo. These are kept in the SENCO children's file.

**Smart Room**: Queensbridge has a resourced provision base for pupils with severe, profound and complex learning difficulties. This is staffed a class teacher( SENCO/Assistant Head Teacher) HLTA and TA2\TA1. This resource base is for pupils from Reception. In addition, they have access to the sensory room and, where appropriate, to individual physiotherapy and / or speech therapy programmes.
Supporting Pupils and Families.

The school works with a range of services and has a strong tradition of working with those services and children and families of all pupils, including those with SEN. The school has a Pastoral Support Officer who along with the SENCo is able to offer support and where appropriate facilitate access to support services at times of need. The school also has a Learning Mentor who is able to work with both children and families who may be in need of social and emotional support.

Mrs C Diggle is the named person who works with pupils, families and services to ensure pupils' medical needs are appropriately met in school. This is set out in the school policy for Managing Pupils with Medical Needs.

At transition, parents are supported to ensure they receive all the relevant information to make the best decisions for their child. This may include accompanying parents to schools and supporting pupils on visits.

The LA local offer is available on Bolton Council website and the Schools SEND offer is available on the school website.

Supporting pupils with medical needs in school.

Queensbridge believes that additional medical needs, (acute, chronic, life limiting) should not be a barrier to accessing learning. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Where a child has a medical need the school will make appropriate arrangements in line with the school Managing Medical Needs Policy, which follows guidelines set out in the Managing Medical Needs Guidance Document, April 2014

The Managing Medical Needs Policy is available on the school website or hard copy can be requested from the school office.

Some children with additional medical needs may also have SEN and may have an Education Health and Care (ECH) plan or Statement of Special Educational Needs. The SEND Code of Practice 2014 will be implemented.

Monitoring and Evaluation of SEND.

The school has a rigorous system for monitoring interventions and evaluating the quality of provision.

Staff use the process of ‘assess, plan, do, review as part of regular classroom practice. The SENCo monitors staff planning, pupils' books and Additional Provision Plans between assessment dates. Additional provision is mapped and evaluated on the school provision map and its effectiveness assessed. Findings are reviewed by the SENCo and the Head teacher at termly pupil progress meetings.

The SENCo analyses all SEND data and discusses progress with class teachers. The data is then fed back to the head teacher and assessment co-ordinator and the information helps shape future provision.
Pupil progress data is discussed and shared with governors and SIP in the school internal data pack. The governing body rigorously scrutinise this data and hold the head teacher to account.

**Training**

Mrs C.Diggle (SENCO)
- holds the National Award for SEN qualification
- is a Moving and Handling Trainer
- regularly attends LA SEN related courses to update on national, regional and local guidance and practice

Staff receive regular updates on SEN reforms and practice at both SEN specific and routine staff meetings. The SENCO meets regularly with new members of staff to discuss their role in the delivery of SEN provision and her role as SENCO. The whole school approach to providing high quality provision for children with a special educational need is outlined so that new staff are aware of processes, points of contact and support in addition to the ethos. The SENCo meets weekly with teaching assistants. They receive regular training including initial / updates required in areas such as moving and handling, and specific training for supporting individual children. Updates and new training are current to the role each academic year.

All staff receive an updated staff handbook at the start of the academic year or when commencing employment at Queensbridge.

**Roles and Responsibilities**

**Governors:** The Governing Board has a statutory duty towards pupils with SEN and follows the guidance as set out in section 1 (iv) of the Code of Practice 2014. They maintain an oversight of this policy, the schools approach to provision and the data outlining the progress of SEN children. This informs decision making around establishing appropriate staffing levels and funding arrangements.

The Governor with responsibility for SEN is Mrs V. Packer. She attends LA courses related to SEN. The SENCO meets with the governor termly to discuss relevant SEN issues and to update the governor on recent government changes / reforms within SEN. The SENCO also submits termly data to the governing body.

**The Head Teacher:** The Head teacher has responsibility for the day to day management of provision for all children in school, including children with SEN. She works closely with the SENCO and will keep the governing body informed. The Head teacher reports to governors on

- the number of pupils with SEN
- effectiveness of the school’s system for identification, assessment, provision, monitoring and record keeping
- involvement with parents
outside support services and agencies
resource allocation, including pupil premium / looked after children funding.

The Head Teacher is also the designated Child Protection officer.

The SEN Co-ordinator

The SENCO is the school lead in managing processes and provision to meet the needs of children with special educational needs. It is her responsibility to ensure that the school's policy is put into practice using agreed systems for the identification, assessment and provision. She not only monitors and reviews processes, but monitors and evaluates the quality of the school’s provision and response to SEN.

The SENCO will:

- Work within the guidance provided in the SEND Code of Practice 2014.
- Ensure the school's SEN Policy is monitored and reviewed annually.
- Co-ordinate the provision for children with SEN.
- Act as intermediary in the communication of information between parties involved with the child, Head teacher, parents, class teacher, teaching assistants and support services.
- Ensure evidence and information from education and health care is collated and stored appropriately.
- Ensure Single Service Referral Form / CAFs and other documentation are completed and submitted as appropriate.
- Ensure that school's SEN records are maintained.
- Support and liaise with class teachers and teaching assistants, sharing information, progress and developments in order to inform reviews and forward planning.
- Liaise with parents and governors.
- Monitor that the aims and objectives of existing Education and Health Care Plans / Statements of Special Educational Need and ensure these are being met.
- Monitor the quality and effectiveness of provision for pupils with SEN through classroom observation.
- Review the support / teaching assistant timetable regularly with the Head teacher, and adjust accordingly in line with current pupil need.
- Provide advice and guidance for members of staff and parents as required.
- Contribute to the in-service training of staff to develop understanding and whole school approaches.
- Contribute to the induction of new staff to inform them of School's SEN processes.
- Attend INSET to keep up to date on current issues.

SEN Teaching Assistants: SEN Teaching Assistants have a crucial role to play in SEN provision within school. They are directed by a class teacher to provide appropriate support identified in the teacher’s planning. The children may be taught within the class setting or withdrawn for certain activities. Class teachers involve SEN Teaching Assistants in the planning process. All SEN teaching assistants are paid for 25 minutes per day non pupil contact time. This allows time at the start of the school day and at the end of the day to enable them to become familiar with the learning objectives for each activity, the needs of individual children, and their targets and provide feedback to class teachers.

Class Teachers: A whole school approach is fundamental to the school’s policy for children with SEN. At Queensbridge we strongly believe that all teachers are teachers of SEND and
promote a culture, supported by processes, to ensure that teachers take responsibility for all pupils in their class. Staff work together to develop and review provision for pupils with SEN. Class teachers are supported by the SENCo in identifying need, utilising support staff, delivering interventions and ensuring appropriate provision is in place to meet a child’s needs.

**Partnership with Parents:** Parents have a wealth of knowledge and information about their children. They can provide a valuable source of support for their child’s learning at home. Early involvement of parents in the identification of SEND at pupil progress and SENCo meetings is the basis of positive working partnerships. Staff recognise the importance of the parental role and strive to inform, involve and consult at every opportunity.

It is important that parents and school work together to ensure that all children maximise their potential. The nature of the child’s needs is always discussed with parents in a sensitive manner and a child’s strengths will always be emphasised and acknowledged as well as their difficulties / challenges. Parents are given the opportunity to share any external influences / background information which may be affecting their child. Parents are asked to contribute to the child’s learning/behaviour targets at home.

**Storage and Information.**

Information collected about a child’s SEND will be treated as confidential and stored in school by the SENCO. Confidential information regarding a child’s SEND is kept in the SENCO’s files in a locked store cupboard. The files, and confidential information contained, should not be removed without permission from the Head, Deputy or SENCo. If information on a child is required from the files, the information on that child only should be removed and returned promptly. The files contain past and current reports/documents for individual children as well as current targets that the children are working towards. The class teacher should keep all other Additional Provision plans in the class SEN file.

Information will only be communicated to appropriate people / organisations with the knowledge and agreement of the child’s parents, the Head teacher or the SENCo. This is usually after an Early Help / appropriate referral form is completed.

Pupils with an Education Health Care plan have a Welfare Folder. This contains current any relevant medical / physical information, paperwork such as intimate care permission letters, PEEP, individual risk assessments, therapy programmes and any other relevant non-curriculum information that is required to support the work of school and other agencies in delivering the plan.

**Complaints**

The School follows Bolton’s LA procedure for dealing with complaints.

If parents of a child with SEN have a complaint they should arrange a meeting with the SENCO who will aim to resolve the issue. This may involve discussion with / intervention by the Head teacher.

More complex issues maybe referred to the Bolton Information and Advisory Service (ISA).
If still dissatisfied, parents have the right to address the school’s SEN Governor for consideration of the case by the Governing Body.

Signed:  Mrs C Diggle

Date:  August 2018.
Review: 1st September 2019