


Bannerman Road Community Academy and Children's Centre

Name of Policy	SEND – Special educational Needs and Disability	
Date written	Jan 2015	
Written and monitored by	SENDCo	
Amendments made	June 2017	
Next Review Date	June 2018	

This policy has been revised in line with the 2014 Children and families act, 2014 SEND Code of Practice and the Equalities Act 2010)

Bannerman Road Community Academy and Children's Centre is committed to providing an appropriate and high quality education to all of the children in our local community.

We believe that **all** children should be equally valued and are entitled to a broad, balanced and relevant academic and social curriculum, which is accessible, and inclusive. We work hard to eliminate discrimination and prejudice to create an environment where all children can develop and grow. Educational inclusion is about equal opportunities for all stakeholders in our community- children, their families, the community and staff. We recognise every adult is a teacher of every child including those with SEND.

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 through the phases of their education

Aim:

Our aim is to provide equality for all by:

1. Ensuring the 2014 Children and families act, 2014 SEND Code of Practice and the Equalities Act 2010 are implemented effectively across the school.
2. Ensuring that the responsibility held by all staff and governors for Inclusion (SEND, CiC, EAL, G&T) is implemented and maintained.
3. Ensuring equality of opportunity for all, by eliminating prejudice and discrimination against children with SEN and additional needs.
4. Continually monitoring the progress of all children, identifying needs as they arise and providing support as early as possible.
5. Providing full access to the Early Years Foundation Stage (EYFS) through differentiated planning and quality first teaching alongside peers without SEND
6. Providing specific support, matched to individual needs, in addition to differentiated provision.
7. Ensuring that our policy of inclusion is positively valued and accessed by staff and parents/carers and the community.
8. Involving the children (where possible) in planning and decision making that affects them as part of their education.
9. Working collaboratively with parents/carers others and professionals where appropriate in planning and supporting at all stages of their child's development.
10. Ensuring children with SEND and Additional Needs have equal opportunities to take part in all aspects of life at our setting and beyond.

Identifying SEN

We have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

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We assess each child's current skills and levels of attainment on entry, building on information from parents/ carers, previous settings and EYFS band. At the same time, we consider evidence that a child may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. Early years practitioners supported by the middle and senior leadership teams, make regular assessments of progress for all children. These seek to identify children making less than expected progress given their age and individual circumstances- academically, socially or emotionally. This can be characterised by progress which:

- 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

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. Where a child is identified as having SEND, we take action to remove barriers to learning and put effective provision in place. The first response is high quality provision targeted at their areas of need. Where progress continues to be less than expected the keyworker working with the SENDCo, assess whether the child has SEN. While gathering evidence (including the views of the parents) we do not delay in putting in place extra support to secure better progress, where required.

All children are assessed regularly and data updated regularly. Progress is closely monitored to ensure provision matches need. Data for children with SEND and additional needs is scrutinised and this informs the additional provision that is put into place.

The three stages of SEND provision are:

- **Early years Support (SBS/ EYS)**
- **Band funding/ High needs block (HNB)/ Support plan/ Non Statutory EHCP**
- **Statement/ Statutory EHCP**

Early years Support (EYSBS)

Involves early intervention that is additional to, or different from the 'normal' curriculum. This is targeted support and can be within the classroom or in the form of interventions. If the interventions planned during EYS do not enable the child to make satisfactory progress over a period of time then we, in consultation with the parents/carers may seek support from external agencies.

Band Funded (HNB)/ Support plan (SP)/ Non Statutory Education Health and Care Plan (EHCP)

Children with additional SEND funding. These children have a support plan/ individualised programmes with targets. There is involvement of professionals from outside agencies.

Statement / Education Health and Care Plan (EHCP)

Only a very small proportion of pupils require a Statement/ EHCP. These pupils are likely to have severe or complex needs that require more specialist advice and support. They will require personalised planning.

- Children on the SEND register at HNB funding or above have an Individual Educational Plan (IEP) which are reviewed regularly; both of which involve parents and where relevant outside agencies.
- Children who are new to English/EAL are identified and monitored –appropriate provision is put in place to support them. We recognise this provision may be similar to those children with SEN, but these children are not seen as SEN
- Children in care (CIC) have a PSP (personal support plan) which is reviewed twice a year.
- IBPs are drawn up in line with behaviour monitoring where necessary.
- PSPs and SAFs are completed for our most high need children as necessary.

When children join or leave the Children's Centre the SENDCo is responsible for liaison between the two settings and ensuring all relevant records are up to date and passed on.

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At the Children's Centre we endeavour to make reasonable adjustments for disabled children, to prevent them being put at a substantial disadvantage.

How we achieve this:

1. Promoting inclusion and enable progress for all across the setting, working alongside parents/carers and outside agencies
2. Legal requirements are adhered to.
 - All staff have a legal responsibility for determining the policy and provision for pupils with SEND and additional needs (these are outlined in roles and responsibilities appendix)
 - The SEND code of practice recognises four areas of need:

Need	Categories
Communication and interaction (C&I)	Speech, Language and communication Needs (SLCN) Autistic spectrum condition (ASC)
Cognition and learning (C&L)	Specific learning difficulties (SpLD) e.g. dyslexia, dyspraxia Moderate (MLD), severe (SLD), or profound and multiple learning difficulties (PMLD)
Social, emotional and mental health difficulties (SEMH)	Behaviour, emotional and social difficulties (BESD), Attention deficit hyperactivity disorder (ADHD), Attention deficit disorder (ADD), attachment disorder, Mental health difficulties
Sensory and/or physical needs (S/PD)	Hearing (HI), Visual (VI), multi-sensory impairment. Physical disability (PD)

- Information and training is given to staff about children who have additional needs.
 - A more detailed plan (IEP) is written for those with support plans/ additional funding, Statements or EHCPs. It is reviewed regularly in consultation with parents, children and other professionals involved. For the youngest children 0-5 it may be reviewed more frequently.
3. Needs are identified and assessed quickly
 4. Roles and responsibilities are clear.
 - Children work with the setting to improve their own learning.
 - Families, outside agencies and the setting, work together to support the children.
 - Keyworkers continually monitor progress to ensure provision matches need and has impact.
 5. Resources are allocated according to need
 6. School leaders and practitioners, including the SENDCo, identify any patterns in the identification of SEN, both within the setting and in comparison with national data, and use these to reflect on and reinforce the quality of teaching and provision.
 7. The Children's Centre's arrangements for assessing and identifying pupils as having SEND are set out as part of the Local Offer.

Intervention:

The SENDCo, and the child's keyworker decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve individuals or small groups of children being withdrawn from the room for intervention

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- Staff development and training to introduce more effective strategies.

The child's class keyworker will be responsible for working with the child and liaising with other staff who work with the child to ensure delivery of any individualised programme in the room. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents and outside agencies where appropriate.

Medical conditions

The Children and Families Act 2014, places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision is planned and delivered in a co-ordinated way with the healthcare plan. Please see admin of meds/ supporting children with medical needs policy.

Funding for SEN support

Early year's settings are provided with resources to support those with additional needs, including pupils with SEN and disabilities. This is to provide high quality appropriate support from the whole of its budget. We consider a strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

Where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold additional funding can be applied for via the local authority.

Staff training and support

The setting is committed to gain expertise in different areas of Inclusion. Staff training is offered as part of the settings on going CPD/ INSET/ staff meetings and all new staff have induction in SEND and additional needs. The most valuable resource for any child is quality first provision from the adults and support within the room. The allocation of such support depends on the nature of the child's needs.

The SENDCo attends local cluster groups, citywide conferences and keeps up to date with the national picture.

We work closely with several outside agencies, which offer expertise and support in their field. In cases where we call upon such expertise, parents' permission is first sought and regular reviews are arranged. All relevant information is shared with staff as appropriate.

Monitoring children's progress

Teachers and practitioners are responsible and accountable for the progress and development of the children in their class, including where children access support from LSA's or specialist staff. High quality provision, differentiated for individual children, is the first step in responding to children who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality provision. We regularly and carefully review the quality of provision for all children, including those at risk of not meeting age related expectations.

In deciding whether to make special educational provision, the keyworker and SENDCo consider all of the information gathered from within the setting about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we have arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering includes the child and their parents, to develop a good understanding of their areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. We inform parents and young people about the local authority's information, advice and support services.

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We promote and plan for successful transitions between phases of education within and beyond our setting.

Partnership with parents

The 2014 SEN act emphasises the role played by parents of children with SEND and additional needs. To ensure this happens parents should be supported so they are able to:

- Recognise and fulfill their responsibilities as parents and play an active role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support

This is achieved by:

- Close liaison with parents through regular family consultations, parent's evenings, SENDCo meetings and invitations to SEN reviews
- The SENCOs and EYPs are available by appointment to meet parents who have specific concerns
- Regular information being sent home
- Annual reports to parents on their child's progress

Pupil Voice

Children are involved in making decisions where possible right from the start of their education.

The way in which children are encouraged to participate reflects their evolving maturity. The children should also be involved in setting realistic targets for themselves as part of their own personal development.

Involving specialists

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, we consider involving specialists from outside agencies.

We may involve specialists at any point to advise on early identification of SEN and effective support and interventions. We involve a specialist where a child continues to make little or no progress or where they continue to work at substantially below those expected of children of a similar age. The children's parents are always involved in any decision to involve specialists.

Such specialist services include, but are not limited to:

- Educational psychologists
- Health professionals- School health nurse, community paediatrician , health visitor, specialist nurses , Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, Autism outreach, sensory support teachers, learning improvement, behaviour improvement, early inclusion team.
- Therapists (including speech and language therapists, play therapists, occupational therapists and physiotherapists)

Evaluating Success: The success of the setting's Inclusion policy and provision is evaluated through:

- Monitoring of room practice by the SENDCo/ MLT/ SLT
- Analysis of data and test results for individual pupils and for cohorts
- Value-added data for pupils on the SEND/ additional needs register

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- Children's Centre self-evaluation,
- A yearly update of the Inclusion policy
- Visits from CGST/ LEA personnel and OFSTED inspection arrangements.
- Frequent meetings of parents and staff, both formal and informal, to plan provision and targets, revise provision and celebrate success.

Publishing information: SEN information report

Children's Centre to publish information on their websites regarding policy for pupils with SEN. The information published is updated annually and any changes to the information occurring during the year are updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

Arrangements for Complaints

Should pupils or parents/carers be unhappy with any aspect of provision, our procedure is:

To approach the early years practitioner, SENCO who will discuss the grievance with the parent. If this fails to resolve the problem, the parent will be directed towards the Early Education Lead.

Please refer to complaints policy.

Reviewed by ***Early Education Lead: Jenny Knight***
SENDCo 0-3:Kitty Tomlin

Appendix

Roles and Responsibilities

Provision for children with SEND and additional needs is a matter for the setting as a whole, drawing on the SENCO for advice on identifying, assessing and making provision to support inclusion and help pupils with SEND and additional needs to gain access to the EYFS.

The **Children's Centre manager** has responsibility for:

- The management of all aspects of the Children Centre's work, including provision for pupils with SEND and additional needs
- Working closely with the SENCO
- The deployment of all Inclusion personnel within the Centre

The **Special Educational Needs and Disability Coordinator (SENDCo)** is an early years professional and member of the leadership team. The Children's Centre Manager has delegated the responsibility for coordinating the provision of Special Educational Needs to the SENCo. They are responsible for:

- Overseeing the day to day operation of the setting's SEND policy and co-ordinating the provision for children with special educational needs/disabilities and additional needs by:
- co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans/ statements.
- Ensuring that an agreed, consistent approach is adopted
- Carrying out/ overseeing detailed assessments and observations of children where appropriate.
- Supporting all staff by advising on appropriate targets and strategies, resources and materials for use with children.
- Liaising closely with parents of children with SEND and additional needs,
- Maintaining the setting's SEN/ Inclusion records
- Assisting in the monitoring and evaluation of progress of children with SEND and additional needs
- Contributing to the in-service training of staff.
- Keep up to date with curriculum issues within the setting, the LA and nationally which are specifically related to Inclusion
- Maintain an up to date register of, and records for all children at every stage of referral

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- Lead staff in any new initiatives related to Inclusive matters- raising awareness of issues arising
- Liaise with keyworkers, EYP's and support staff to establish which children will be worked with within the intervention groups. These decisions will be made in light of assessments, observations and by determining overall priorities in line with the resources available
- Organise regular reviews of all children on the register and arrange meetings as appropriate with staff, parents and outside agencies.
- Liaising with the SENCOs/ Inclusion leads in receiving settings to help provide a smooth transition from one setting to the other
- Model and ensure exemplary practice and demonstrate impact
- Line manage, deploy and induct staff to maximise learning for all.
- Be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that children with SEN receive appropriate support and high quality provision.
- Liaising with the relevant Designated Teacher where a child in care has SEN
- advising on the graduated approach to providing SEN support
- liaising with early years providers, other schools, LA consultants, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- Children's Centre Manager to ensure that the setting meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Early years practitioners are responsible for:

- Identify, access and make provision for children with SEND and additional needs , with support from the SENCO
- Provide differentiated and personalised provision to meet the needs of all children so they are able to access the learning.
- Develop, write and implement support plans for children requiring activities additional to and/or different from the needs of the other children in the group/class, using appropriate resources and deploying extra support where necessary
- Review plans at regular intervals with support staff, parents, outside agencies, SENCO and child where appropriate.
- Hold regular meetings giving feedback to parents of children with SEND and additional needs
- Keep clear records of intervention, provisions and assessments of progress
- Seek help and advice from colleagues to provide appropriately for children with SEND and additional needs

Support workers

- Support children's individual needs and help with inclusion of children with SEND and additional needs within the class
- Play an important role in contributing to and implementing provision and monitoring progress
- Contribute to review meetings
- Give feedback to keyworkers about children's responses to tasks and strategies.
- Keep clear records of interventions, provisions and assessments



Graduated Response

BHCP assessment is similar to statutory assessment with a 20 week time frame - all phases of the graduated response need to be evidenced before a BHCP assessment.

Glossary

Aspiration - long term dreams and hopes for the future

Intervention - regular strategy or event

Outcome - benefits for the child

Provision - amount of support, programme

Short term targets - specific, measurable, achievable, realistic, timely

SENCOs - Bristol

universal descriptors

BHCP - Education,

Health, Care Plan

BHCP

0-25

BHCP

Assessment

Educational psychologist

input, on-going multi

agency input, medical

disability with SEN

School Support with External Agencies

Personalized learning inc specific

interventions, referrals or support

from ASDOT, SALT, PT, OT, LIT, personalized behaviour

strategies, led by Behaviour Improvement Team, Play

Therapist, Counselling, SD Psych, specialist

teachers/LSAs, annual reviews, IEPs/individual

provision maps, multi agency meetings with parents,

support for high needs block funding as in the SEND

School Support

Small group intervention : Numicon, social skills, language for learning, Talking Partners, Rapid phonics, Rapid Writing, Rapid Reading, Numbers count, Toe by toe, Plus 1/ Power of two, Rapid Maths, 1:1/ small group booster Reading Recovery, SSP, daily readers, inference work, targeted spellings, Dyslexia 1-3, Better improve, relax kids, talking lumps/tips, magic word, pupil premium programmes, speech and language support, Early Help, personalized behaviour strategies, meetings with parents, family intervention services etc. Additional interventions and support recorded on Provision map - Individual Education Plans

Quality First Teaching (what we offer everyone)

Quality teaching regularly monitored by M/SLT covering a range of subjects, whole class LSA/TEP support targeting focus children, differentiation for all learners, access to ICT for eg word processing support, intervention from the teacher/LSA/TEP, access to full curriculum, target reader, AfL, classroom behaviour strategies, discussions with previous settings/teachers, transitions to new schools and within setting, parent/carer discussions, SALT strategies, SENCO advice, multi-sensory learning materials, visual timetable, appropriate resources, appropriate language, targeted questioning, staff appraisal and observations, SEN awareness training, pupil progress meetings, targets, Speech and language screening- school start, G & T strategies, listening and attention groups

Over a three year period all statements of educational needs will be changed to BHCPs at transfer review meetings. This is a must for specialist provision. Combines IEP and statement.

Children with long term needs with constant need of coordinated services

SENCO coordinates support ensuring children receive intervention at an appropriate level in line with the graduated response model

Teachers using assess, plan, do, review to plan support for all children in their class

The everyday great job that we do