



Biggin Hill Primary School SEND Policy

February 2015 with updates September 2016

Compliance

The policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under

- articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

SEND Governor

Mrs Helen Hartley Email: hhartley.gov@bigginhill.bromley.sch.uk

Inclusion Team

Inclusion Manager and SENCO

Ms Françoise Fokias Email: f.fokias@bigginhill.bromley.sch.uk

Ms Fokias also has responsibility for the provision of children for whom English is an Additional Language (EAL), however this does not mean children with EAL have SEND.

Ms Fokias is a member of the Senior Leadership Team at Biggin Hill.

SENCO Assistant

Mrs Katherine Sargeant Email: k.sargeant@bigginhill.bromley.sch.uk

Specialist LSA (for social communication)

Miss Rachel Knott email: r.knott@bigginhill.bromley.sch.uk

Inclusion Statement

At Biggin Hill Primary School we make provision for all children who qualify for mainstream education. Whatever the needs of a child we will be proactive in ensuring barriers are removed and the correct support and resources are put in place to provide a safe and nurturing environment, in which children can thrive socially, emotionally and academically. Parental support is vital to ensure that this can take place. We greatly value the input of parents in informing us about the needs or difficulties faced by their child as well as their strength and interests. Working in partnership ensures the best provision.

Our overarching aim is to create an atmosphere of encouragement, acceptance, and respect for achievements and sensitivity to individual needs, in which all pupils can thrive by paying attention to these specific areas:

- Equal access to a balanced and appropriate curriculum for pupils with SEND;

- A caring and supportive environment where all pupils are encouraged to reach their full potential;
- The value of the individual within the school community.
- to identify at an early stage those pupils with SEND;
- to assist and advise in the teaching of those pupils through a whole school approach in their responsibilities towards SEND as all teachers are teachers of pupils with SEND;
- to assist the progress of those pupils with SEND throughout their primary education and to liaise with parents, outside agencies and the LA where necessary;
- to identify at an early stage those pupils with additional needs that may affect their education and progress, and provide strategies or provision for their development;

Defining Special Educational Needs or Disabilities (SEND)

What are special educational needs (SEN)?

- a) '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.
- b) A child of compulsory school age or a young person has a learning difficulty or disability if he or she
 - i. has a significantly greater difficulty in learning than the majority of others of the same age, or
 - ii. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- c) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- d) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.' **(Child and Families Act 2014 s20)**

What is a disability (D)?

- 'A person (P) has a disability if -
 - (a) P has a physical or mental impairment, and
 - (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'

(Equality Act 2010 s6)

The SEND policy was developed initially by the Inclusion Manager of Biggin Hill Primary School, in collaboration with the SEN team from Charles Darwin Academy.

This was followed by a consultation process with parents when comments on the initial draft were invited and a final consultative meeting with a Parent Forum of families with children with SEND.

In addition to the school's SEND Policy a number of other policies are available which may have specific relevance for students with SEND. These are available in school or on the school website:

- Teaching and Learning Policy
- Accessibility Plan
- SEN Information Report

Aims

The central and underpinning aim is to create an atmosphere of encouragement, acceptance, and respect for achievements and sensitivity to individual needs, in which all pupils, including any with SEND, can thrive achieving the following aims:

- Identifying, at an early age, individuals who may need further support;
- Enabling each pupil to reach her/his full potential, both curricular and extracurricular;
- Enabling each pupil to partake in, and contribute fully, to school life;
- Endeavouring to meet the individual needs of each child through creating the right environment for learning;
- Developing self esteem and emotional intelligence within children;
- Fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children;
- Providing for children's individual needs by supporting them in different ways that ensure their progress;
- Monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements;
- Working with parents and other agencies to provide support and opportunities for those children with SEND;
- Implementing quality first teaching (QFT) strategies, which include creating access to different learning styles, to facilitate meaningful and effective learning for all children;
- Supporting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs;
- Including the voice of the child in monitoring.

In meeting these aims the school has in post an Inclusion Manager whose responsibility is:

- Coordinating provision for children with SEND and developing the school's SEND policy, involving and informing ;
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties and ensuring advice is implemented through all staff working with these pupils;
- To initiate action or collate relevant information about pupils with SEND;
- To ensure that pupils with SEND are fully integrated in the wider activities of the school, so far as is reasonably practicable, making reasonable adjustments;
- Planning the use of internal and external resources in an effective way to give the most comprehensive support possible;
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- Supporting class teachers in planning and creating access for their pupils SEND, including support for developing further interventions in addressing needs of individual children.
- Evaluating the effectiveness of interventions and pupil progress and to monitor the progress of pupils with SEND;
- Ensuring that parents are:
 - Involved in supporting their child's learning and access
 - Kept informed about the range and level of support offered to their child

- Included in reviewing how their child is doing
- Consulted about planning successful movement (transition) to a new class, key stage or secondary school

Identifying Special Educational Needs or Disabilities (SEND)

We recognise the importance of early identification and aim to identify children's special needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. As part of this process the needs of the whole child will be considered, not just the special educational needs of the child / young person.

- i. Identification of SEND may have occurred prior to a pupil's enrolment at school. If this is the case then school will seek appropriate advice and support from the relevant school and external agencies. This then informs the provision that is put in place for the pupil at Biggin Hill Primary School
- ii. When a concern is evident the class teacher will liaise with the Inclusion Manager or SENCO assistant and parents/carers to ensure all are aware and can plan the best ways forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice of the GP or Optician. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the pupil will be deemed as having Special Education Needs and be included on the school's SEND register.
- iii. Upon identification of such difficulties the school will seek to put in place additional educational provision. This may be long or short-term dependent upon the nature of the special need and the progress made by the pupil.
- iv. There are four broad areas that give an overview of the difficulties a pupil may have. However it is important to note that a pupil's needs may cross one or more of the following:
 - **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
 - **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
 - **Social, mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration and includes ADD and ADHD.
 - **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

Special educational provision means:

for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in schools maintained by the LA, other than special schools, in the area.

The school also recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need. This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance

- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant
- Being a looked after child
- Being a child of Service personnel

There is a rigorous system of progress monitoring across the school which takes place during assessment week every half term throughout in the year. This identifies pupils who are not making expected progress and these pupils are reviewed at Pupil Progress Reviews.

In September 2016 the school will introduce the use of a **Vulnerability Matrix**, that will identify children who have factors such as those listed above. The SLT will monitor these children's progress and wellbeing, in addition disseminating awareness of children's increased pastoral need.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed. The senior leadership team (SLT) will be the first point of contact in these circumstances using their own range of strategies, referring to the Inclusion Manager or external agencies when appropriate (e.g. if any unrecognised underlying educational causes are suspected).

Pastoral strategies employed might include:

- Inclusion in interventions such as Social Skills groups or Circle of Friends;
- Developing supportive Behaviour Pastoral Support Plans (BPSP);
- Referral to counsellor;
- Inclusion in lunch time clubs, which integrate elements of developing social skills into the clubs;
- In Years 5 & 6 pastoral support from Mr Tracy, Y7 Pastoral Head of Charles Darwin;
- Touch Base time with key person (Learning Support Assistant or member of SLT).

The school are also planning to introduce the use of Art and Play Therapy from September 2016.

The school plans to train staff, including Midday Supervisors, in *Restorative Justice* techniques in supporting pupils in managing conflicts they might experience in the playground from September 2016.

The Inclusion Manager also teaches *Mindfulness* to year 6 pupils, in supporting them in developing strategies for coping with stressful times.

A Graduated Response to SEN Support

The SEN Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place. (see below)

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.

Vulnerable pupils

High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of all pupils but especially those who have or may have special educational needs.

For pupils making less than expected progress a range of graduated responses and strategies will be employed e.g. discussion with teachers and LSAs on QFT strategies; lesson observation and advice from the Inclusion Manager; in-lesson support or short-programme withdrawal; additional assessment in-house; involvement of external agencies for advice, assessment or intervention.

All teachers have access to a wide range of SEND support information on the staff shared area of the school intra-web and access as required to advice or support from the Inclusion Manager.

In addition the needs of SEND and vulnerable pupils in any class are highlighted as an integral part of the school's Teaching and Learning policy and observation protocols. (see appendix 1 Inclusive Teaching Observation Checklist)

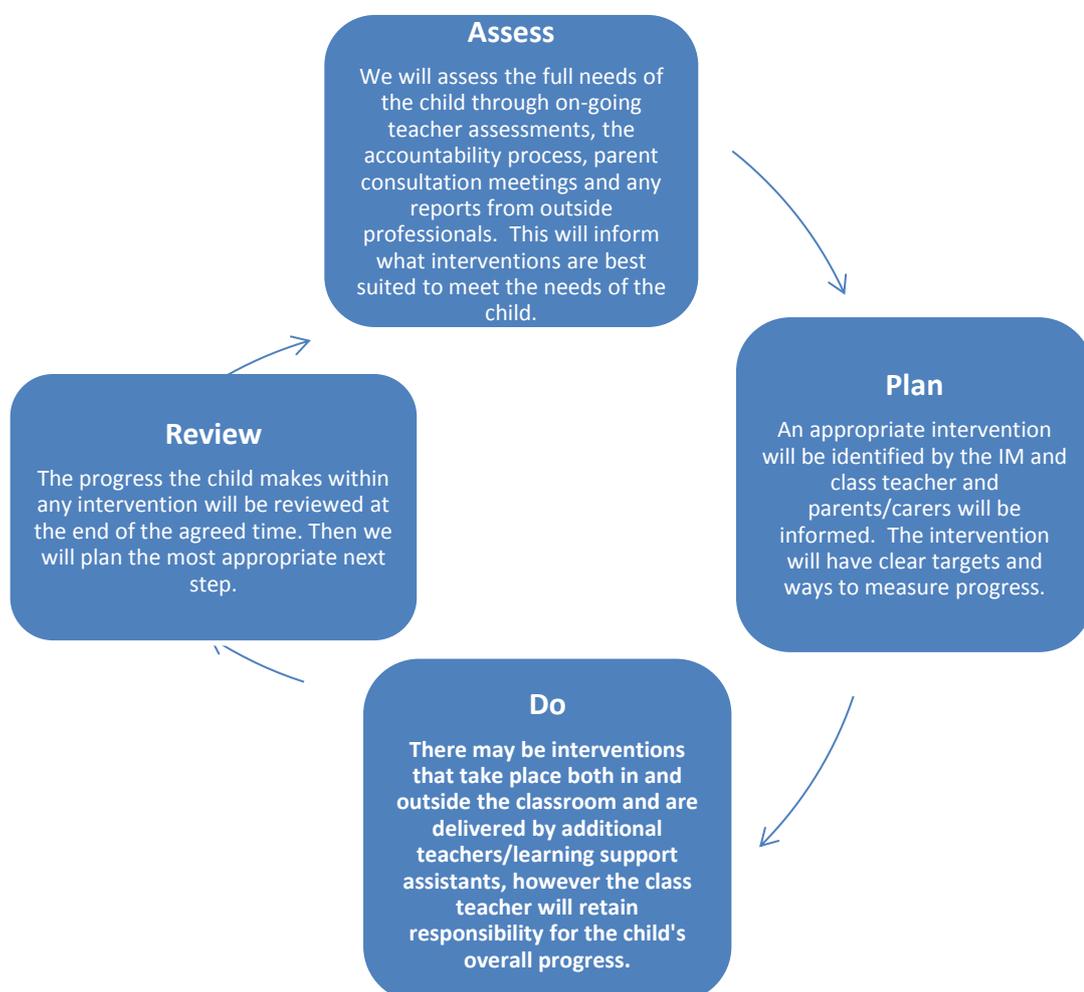
Before special educational provision is made, the Inclusion Manager and class teacher will consider all the information from within the school about the pupil's progress, alongside national data and expectations of progress and in consultation with parents. The Bromley Banded Funding Guide is used to aid identification of need within the four categories identified by the Code of Practice 2014 (cognition and learning, communication and interaction, social emotional and mental health and sensory difficulties) with additional guidance for autism and specific learning difficulties. This can also be used to identify appropriate strategies to meet need. The Inclusion Manager may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. General advice from outside specialists may be sought, without referral.

If, despite support, children fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place children on the SEN register, in formal consultation with parents.

Managing Pupils on the SEND Register

Where longer term support is required or children have a diagnosis of need from an outside professional, parents will be formally informed that the child has been placed on the SEND register. The SEND team, in consultation with the teachers, pupil and parents will outline the specific provisions or strategies that will be used via the provision map for children identified as having more complex and long term needs.

For these pupils the school will follow the **Assess; Plan; Do; Review** process:



All interventions are planned by teaching staff with the SEND staff and monitored by the Inclusion Manager in consultation with other relevant staff and delivered by staff, who have had appropriate training. Records of interventions are kept through the school provision maps. The effectiveness of interventions is regularly monitored as specified in the initial planning. Individual pupil targets are assessed as part of the school's cycle of progress monitoring.

SEND provision planning is seen as a whole school responsibility shared between Teachers, Leading Learning Team and, with the Inclusion Manager. These are reviewed for impact at pupil progress reviews each half term with the SLT.

While the needs of the majority of pupils will be met from within the school's own resources, some children will have a higher level of need. Additional funding to support children is available from the LA High Needs Block.

Children's needs are addressed within the school's SEND budget as either *Universal* or *Targeted* funding. See **appendix 2** for details of funding and SEND status categories for pupils.

To receive additional funding, the school needs to provide a provision map which shows costs to the school demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the pupil in achieving desired outcomes. Where additional funding is agreed, a Pupil Resource Agreement will be put in place by the school's Educational Psychologist and SEND team, in consultation with parents and, if appropriate to age, the pupil. Thresholds for funding are related to need and can be found in the Banded Funding Guide available on the Bromley LA website.

Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority.

CRITERIA FOR EXITING THE SEN REGISTER

A half-termly audit of the SEND register by Inclusion Manager, after pupil progress reviews, is undertaken to determine which, if any, pupils no longer meet the criteria of the definition of SEND. A range of data from all sources will be used in this process, including progress made on the learning ladders/assessment data.

External Agents:

The needs of some pupils cannot always be met adequately from the resources available within the school and support or advice may be sought from outside agencies that can provide specialist services. These include:

- **Educational Psychologist Service (EPS)**
Educational Psychologists provide opportunities for assessment of pupils who continue to cause concern because of learning difficulties, emotional and behavioural problems, or a combination of the two. The Educational Psychologist also provides a source of advice to teachers.
- **Sensory Support Service (SSS)**
Pupils with visual or auditory impairment are supported and monitored by the Sensory Support Service(SSS). Specialist equipment may be used within school, such as Soundfield systems, sloping desks etc with advice from the SSS.
- **Speech and Language Therapist (SALT)**
Parents or the school may make a referral. The service is based at the Phoenix Centre in Bromley.
- **Occupational Therapy (OT)**
This may be included on a Statement or EHCP of SEND and the therapist will be involved in designing an individual programme for the pupil.

- **Physiotherapy**
Physiotherapy may be included on a Statement or EHCP of SEND and the therapist will be involved in designing an individual programme for the pupil.
- **Educational Welfare Officer (EWO)**
The EWO may be involved with pupils on the SEND Register who also have attendance problems.
- **Specialist School Health**
The school nurse may be involved with pupils who have physical or medical needs.
- **General Practitioners, Bromley Community Paediatricians and Hospital Consultants**
These agents may be asked for information for annual reviews, or to keep the school informed about issues which may affect the pupil whilst in school.
- **Child and Adolescent Mental Health Services – CAMHS**
The school may refer a pupil to this service, through Bromley Community Wellbeing, for counselling in relation to personal matters or in relation to the pupil's mental health. This service also works with families.
- **Social Care Services**
Social Care Services are sometimes involved with pupils on the SEND Register. They may be invited to attend the Annual review where appropriate.
- **CAF (Common assessment framework) Team**
A CAF may be raised for a child and their family where parents feel it would be of benefit for increased support for their family and there is an identified need for all agencies working with the family to work coherently together. TAC/F (team around child/family) meetings are then held regularly (generally every three months) where all agents involved in the family attend. See <http://www.bromleysafeguarding.org/pdfs/CAF%20Guidance.pdf> for further information.
- **Bromley Community Wellbeing**
Bromley Wellbeing is a single point of access in addressing the emotional needs of children under 18 (<http://www.bromleywellbeingcyp.org/>) which the school can make referrals to, if you have concerns in regard to your child's emotional wellbeing.
- **Bromley Children's Project.**
http://www.bromley.gov.uk/info/200071/parental_support/769/bromley_children_project
The project is a borough wide service that supports families living in Bromley to create a safe, secure and happy environment for all children, by reaching out to expectant parents, current parents and young people aged up to 18 years; particularly those who are struggling and are in need of additional help. The Bromley Children Project is linked to all Children and Family Centres, and works with private, voluntary and independent Early Years providers in the borough

Admission to School is as set out in our Admissions Policy available on the school website or upon application to the school. Admissions Secretary is Mrs Sara Linekar.

Accessibility to the school site, curriculum and communication aspects area as set out in the school's Accessibility Plan. This is available on the school website.

Transition arrangements to secondary schools for vulnerable pupils or pupils with SEND are overseen by the Inclusion Manager.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. 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.

The school works closely with parents, doctors, hospital consultants and the specialist school nurse, Carolyn Worsley, in preparing and finalising care plans for managing medical and health for individual children.

These care plans are disseminated to staff, including midday supervisors, in order to ensure all staff have awareness of specific health and medical needs.

Mrs Sargeant is responsible for organising and disseminating **Medical Care Plans**. She reviews the provision with parents annually.

Children with medical or health needs, that require all staff's awareness, will be placed, with parental permission, on a document, ***Children to be mindful of***, that is circulated to all school staff.

Some pupils may also have special educational needs and may have a statement or EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0 – 25 (2014) is followed.

MONITORING AND EVALUATION OF SEND PROVISION

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits, sampling of parent, pupil and staff views.

There are regular meetings with the SLT and the SEND Governor to discuss SEND provision.

The school undergoes an active process of continual review and improvement of provision for all pupils.

TRAINING AND RESOURCES

SEND is funded from the Notional SEND budget allocated to all schools, based on prior school attainment and free school meals. This allows for additional resources to be used for the support of any individual pupil up to the nationally prescribed threshold. Additional funding is available from the LA high needs block where it can be demonstrated that a pupil requires a higher level of support.

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.

All support staff undertake induction training when taking up their post. This includes meeting with the Inclusion Manager to explain the systems and structures in place around to the school's SEND provision and practice, and to discuss the needs of individual pupils. New to school teachers meet with the SEND team to discuss the needs of pupils with SEND in their class.

The Inclusion Manager and SENCO Assistant regularly attend the LA SENCO Forums in order to keep up to date with local and national updates in SEND.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. Some responsibilities are more defined in accordance with the Code of Practice

Head teacher

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work. He keeps the IAB fully informed. At the same time, the Head teacher works closely with the Deputy and Inclusion Manager

Inclusion Manager /SENCO

The SENCO has responsibility for the day-to-day operation of the school's SEND Policy and for co-ordinating provision for pupils with SEND ensuring that information.

The SENCO, in liaison with other members of SLT, line-manages the LSA team.

(see further details on SENCO role in section on AIMS)

Teachers and non-teaching staff

Teachers and non-teaching staff are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

The governing body in co-operation with the Head teacher determines the school's general policy and approach to provision for pupils with SEND, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work. A SEND Governor has been appointed.

Mr James Ellis, Headteacher, is the designated teacher with specific Safeguarding Responsibility

Ms Françoise Fokias is the member of staff with responsibility for LAC funding

Mr James Ellis is the members of staff with responsibility for Pupil Premium

Ms Françoise Fokias, together with Mrs Katherine Sargeant, is the member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils

STORING AND MANAGING INFORMATION

Information on pupils with SEND is kept confidently in the SEND team office.

At transition times to secondary school or when a pupil is moving to a new primary school all SEND records are sent or taken to the SENCO of the new school.

If a pupil with SEND is to attend Charles Darwin Academy then the Inclusion Manager will have arranged a transition review with the SENCO, Mrs Abby Woodcock, during the summer term and have passed on all records.

Any electronic records are destroyed in the term following the pupil's departure.

Any documents that are not required to be sent are destroyed confidentially.

REVIEWING THE POLICY

The SEND policy will be evaluated and updated annually by the IAB, the SLT including the Headteacher and the Inclusion Manager. The policy is updated for any changes annually.

ACCESSIBILITY

Statutory Responsibilities

The DDA as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

The school have developed an Accessibility Plan for 2014 to 2017: this plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three key areas:

- Increasing the extent to which disabled pupils can access fully the school curriculum;
- Improving the physical environment of the school to increase the extent to which disabled pupils, staff and parents can take advantage of opportunities;
- Improving the delivery of information to disabled pupils, staff and parents of information which is provided in writing for pupils who are not disabled.

The school continue to seek further ways of developing accessibility for pupils with SEND. The school now has a hygiene room in the lower school with toileting and washing facilities for disabled pupils. There are also many classrooms with Soundfield systems for supporting pupils with hearing impairments in both buildings.

For further details in regard to developing accessibility, please see the school's Accessibility Plan.

DEALING WITH COMPLAINTS

The procedure for complaint about SEND provision is as follows:

Steps	Contact	Response time
Step One	Initial contact: Inclusion Manager	Response within 15 working days
Step Two	Headteacher	Written response within 15 working days
Step Three	Chair of IAB	Written response within 15 working days

SECTION 15: BULLYING

The school's Bullying Policy is available on the school's website.

The school makes all staff, including midday Supervisors, aware of the needs of vulnerable pupils, including those with SEND and medical needs at the beginning of each school year and this is updated throughout the year as SLT or teachers become aware of new needs or developments. This input to staff also details best strategies for supporting vulnerable pupils, for example pupils on the autistic spectrum.

Staff refer on to SLT any incidents of bullying and these are quickly dealt with, including concerns in regard to cyber bullying incidents.

APPENDICES

Appendix one: Inclusive teaching observation checklist

Appendix two: SEND status codes for the school (these are in line with Charles Darwin Academy Trust codes)

See also:

- SEN Information Report January 2015
- Accessibility Plan 2014-2017
- Admissions Policy
- Mid Term Admission Policy
- School Handbook section on SEND