

# **Bell Farm Primary School**



Proud to Belong

## **SPECIAL EDUCATIONAL NEEDS POLICY**

**Created by the Inclusion Steering Group**

# Contents

<b>Page 3</b>	<b>Bell Farm Vision and Special Educational Needs overview</b>
<b>Page 4</b>	<b>A definition of SEN from the SEND Code of Practice (2014)</b>
<b>Page 5</b>	<b>Key SEND Roles and Responsibilities at Bell Farm</b>
<b>Page 8</b>	<b>Introduction</b>
<b>Page 9</b>	<b>Aims and Objectives</b>
<b>Page 10</b>	<b>Identification of Needs</b>
<b>Page 12</b>	<b>A Graduated Approach to SEN Support</b>
<b>Page 15</b>	<b>SEN Provision – What does Additional Support mean?</b>
<b>Page 19</b>	<b>Supporting pupils at school with medical conditions</b>
<b>Page 19</b>	<b>Monitoring and evaluation of SEN</b>
<b>Page 20</b>	<b>Training and development</b>
<b>Page 21</b>	<b>Reviewing the SEN policy</b>
<b>Page 21</b>	<b>Comments, complements and complaints</b>
<b>Page 22</b>	<b>Appendices:</b> <b>1 Accessibility Plan</b> <b>2 Related Policies</b> <b>3 Key documentation</b> <b>4 Abbreviations for Inclusion</b>

## **Bell Farm Vision**

We believe that to prepare all children for their future, they are entitled to the best standards in education and we endeavour to achieve academic excellence at Bell Farm.

Children are the focus of everything that we do and we have the highest expectations for all our pupils in terms of achievement and attainment. We offer our pupils the highest quality and most engaging curriculum possible. This is set within an explicit Rights Respecting and Values led context.

## **Special Educational Needs overview**

Bell Farm Primary School is a mainstream, inclusive setting where all children are valued. We aim to meet individual needs and provide opportunities for all children to make good progress. At Bell Farm Primary, all children, including those with Special Educational Needs (SEN) are supported and extended first and foremost by their class teacher. All teachers are teachers of Special Educational Needs. Children are supported by a range of resources in class, including ICT, visual supports, targeted adult support and appropriate practical equipment. Staff have been trained to be able to cater for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction (including ASD)
- Social, Emotional and Mental Health
- Sensory and/or Physical

In addition, targeted interventions are delivered by trained staff, including a dedicated SEN Teaching Assistant to support children with a higher level of need. The new [SEN Code of Practice](#) makes new and explicit requirements about the involvement of children and parents in setting 'outcomes' and making decisions about SEN provision. To support this, all children at Bell Farm will have a [One Page Profile](#) which details key information to support the learning process collected from the child, parent and teacher.

Early identification and assessment of need, allocation of resources, close monitoring and the use of a relevant and differentiated curriculum will support children's learning. This will be part of a planned programme of support and evaluation. All children will enjoy and fully participate in the life of the school, and make a positive contribution to the school community. As the children grow and develop they will become more independent and confident in their learning.

## A definition of SEN from the SEND Code of Practice (2014)

At Bell Farm we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others the same age or 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 (page15 of CoP).
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.
- Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.
- This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

# Key SEND Roles and Responsibilities at Bell Farm

## The Headteacher – Miss A Cooper has responsibility for:

The management of all aspects of the school's work, including provision for pupils with SEN

- Keeping the governing body informed about SEN issues
- Working closely with SEN personnel within the school
- Ensuring that the implementation of this policy and the effects of inclusion policies of the school as a whole are monitored and reported to governors.
- Ensuring parents are notified if the school decides to make special educational provision for their child

## The governing body has responsibility for:

- Ensuring SEN provision is an integral part of the school development plan
- The necessary provision is made for any pupil with SEN
- All staff are aware of the need to identify and provide for pupils with SEN
- Ensuring pupils with SEN 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
- Ensure the school follow the requirements of the *SEN Code of Practice (2014)*
- Being fully informed about SEN issues, so they can play a major part in school self- review
- Setting up appropriate staffing and funding arrangements, and overseeing the school's work for pupils with SEN
- Ensuring quality of SEN provision is regularly monitored
- Ensuring they, and the school as a whole, are involved in the development and monitoring of this policy.

## Our SEN Governor is Mrs K Taylor

## Managing the needs of pupils on the SEN Register

The Special Educational Needs Coordinator (SENCO) - Mrs V O'Brien has completed the mandatory National SENCO Award in 2012 and is a qualified teacher. Our SENCO works 4 days a week on a Monday, Tuesday, Wednesday and Thursday. She can be contacted via the school office on 01932 224009.

The SENCO has day to day responsibility for

- The operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those with Statements and now

EHC plans.

- Supporting staff in identifying additional needs, organising further assessments, setting appropriate targets and appropriate strategies and resources.
- Co-ordinating arrangements with the class teacher and phase leader regarding those pupils with SEN and disabilities through the SEND Support Arrangements.
- Liaising closely with parents of pupils with SEN, so they are aware of the strategies being used and work in partnership with school.
- Liaising with outside agencies, arrange meetings and providing a link between class teachers, parents and agencies.
- Maintaining the SEN register, with administrative support and updating termly.
- Liaising with other SENCOs in regard to pupils arriving or departing Bell Farm to help provide a smooth transition from one school to another.

Our Inclusion Leader is Mrs A Beardon - Assistant Head and a member of the Senior Leadership Team who works full time and is a qualified teacher.

The Inclusion Lead has responsibility for:

- Overseeing and managing the Inclusion team
- Managing Pupil Premium and Looked after Children funding and reporting on the impact of this support
- Managing the school's responsibility for meeting the medical needs of pupils
- Line managing Teaching Assistants and Learning Support Assistants
- Managing the support for children with English as an Additional Language (EAL)
- Being one of the designated officers for child protection

Each Class teacher has the responsibility for:

- Delivering high quality teaching to all pupils in their class.
- Being accountable for the progress and development of pupils in their class, even when pupils access support from teaching assistants or specialist staff, including children with a statement or EHC plan.
- Following the SEND Process when concerns have been raised over a child's progress and collaborate with parents, (SENCO and specialist staff if appropriate) to problem solve, plan support and teaching strategies for individual pupils.
- Creating, maintaining and reviewing the SEND Support Arrangements for a child with SEN needs in their class, in consultation with parents and pupil and with SENCO support, when appropriate
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN through the graduated response
- Giving feedback to parents of pupils with SEN.

Our Pastoral Officer is Mrs K Boulton who works full time, is a qualified Emotional Literacy Support Assistant (ELSA) and has responsibility for:

- Providing support to pupils relating to social, health, hygiene and emotional developmental needs.
- Implementing agreed pastoral interventions (see SEN Information report) and providing feedback to parents, staff and outside agencies as appropriate.
- Working closely with parents to address the needs of pupils through providing information and advice on a range of pastoral issues.
- Instructing and liaising regularly with the Home School Link Worker to support her work with families.
- To lead the Team around the Family (TAF) meetings and attend Pastoral support meetings, core group meetings and case conferences as appropriate.
- Being one of the designated officers for child protection.

Our Teaching Assistants work both part and full time and have responsibility for:

- Being fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN.
- Using the school's procedures for giving feedback to teachers about pupil's responses to tasks and strategies both in class and as part of set interventions.

Our Learning Support Assistants (LSAs) work with statemented/ EHC plan children to support their learning and access to the curriculum as detailed in their agreed plan. They have the responsibility for:

- Being fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN.
- Using the school's procedures for giving feedback to teachers about the pupil's responses to tasks and strategies both in class and as part of set interventions.
- Working closely with the SENCO reviewing progress and strategies on a regular basis.
- Liaising regularly with parents and outside agencies, if appropriate.

Our SEN Teaching Assistant is Mrs B Wood who works full time and has responsibility for:

- Being fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN.
- Using the school's procedures for giving feedback to teachers about pupil's responses to tasks and strategies both in class and as part of set interventions.
- Supporting staff in identifying additional needs, organising further assessments, setting appropriate targets and appropriate strategies and

resources.

- Delivering agreed interventions to SEN children and feeding back progress to class teachers and Inclusion team

#### Our designated staff with specific Safeguarding responsibility are:

Lead DSL - Miss A Cooper

Deputy DSLs - Mr B Wasserberg, Mrs A Beardon, Mrs L McAdoo and Mrs K Boulton

#### For our Extended Care

#### Our designated staff with specific Safeguarding responsibility are:

Lead DSL - Mrs D Robinson

Deputy DSL - Mr J Deacons

## Introduction

### How this policy was put together

This policy was created in partnership with the SEN Reference group which includes the SEN Governor, SENCO, representative staff, parents and pupils with SEND in KS2. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0 -25 (July 2014).

### How parents can access this policy

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

- The School Website under SEND and school policies.
- A hard copy on request at the school office.

Please let us know if you need this to be made available to you in a different format eg. enlarged font or a different language.

## Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- *Equality Act 2010: advice for schools DfE Feb 2013*
- *Schools SEN information Report Regulations 2014*
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- *Safeguarding Policy*
- *Accessibility Action Plan*
- Teachers Standards 2012

# **Aims and Objectives**

## **Aims**

At Bell Farm Primary School we recognise that our pupils have a variety of needs and aspirations.

We are committed to the inclusion of all pupils in a broad and balanced curriculum, made accessible through quality first teaching so that all pupils feel they can make the best possible progress.

We want all pupils to become confident individuals who will be able to make a successful transition to the next phase of their educational journey and into adulthood.

We will use our best endeavours to give pupils with SEND the support they need.

We will work with parents and other professionals (if appropriate) to set suitably challenging educational and wider 'outcomes' for pupils with SEND.

We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.

## **Objectives**

To ensure consistency of high quality teaching across the school, in line with practice detailed in the school's core offer (Wave 1 intervention).

To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have additional needs, following the new [Code of Practice](#) and [SEND Process](#) with the pupil and their parents/carers at the centre.

To develop effective whole school provision management of targeted support and intervention for pupils with special educational needs and disabilities (Wave 2 and Wave 3 Intervention).

To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which builds on and develops high quality practice, as set out in the SEND Code of Practice (2014) guidance.

To ensure greater parent/carer communication and co-production of policies and practices relating to children with SEN and disabilities, through setting up a Reference Group/Forum.

## **Identification of Needs**

These four broad areas of need give an overview of the range of needs that the school should plan for. 'The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.' SEND Code of Practice July 2014 6.27

## **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. SEND Code of Practice July 2014 6.28

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. SEND Code of Practice July 2014 6.29

## **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. SEND Code of Practice July 2014 6.30

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. SEND Code of Practice July 2014 6.31

## **Social, emotional and mental health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have

disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. SEND Code of Practice July 2014 6.32

### **Sensory and/or Physical**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the **Social Care for Deafblind Children and Adults guidance published by the Department of Health** . SEND Code of Practice July 2014 6.34

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. SEND Code of Practice July 2014 6.35

## A Graduated Response to SEN support

At Bell Farm we adopt a graduated approach to meeting the needs of all pupils and follow the [SEND Process](#) in the new Code of Practice 2014.

Most children will have their needs met through high quality class teaching and staff make reasonable adjustments for all children to help support their needs. This support is detailed in our [Wave 1 provision map](#).

The class teacher is responsible and accountable for the progress and development of all pupils in their class. Their role is to provide differentiated expectations and personalised teaching for all pupils and is the first step in responding to pupils who may have SEN. Any additional intervention and support cannot compensate for a lack of good quality teaching.

The progress of all pupils is continually monitored by class teachers, who carry out a wide range of assessment, through both formal assessment (which may include assessment tasks and tests) and on-going observations and assessment of work carried out in class on a daily basis.

Termly ‘Pupil Progress Meetings’ are held between each class teacher and members of the senior leadership team, in order for detailed discussions about children’s progress to take place. If a pupil is not making expected progress in a particular area of learning, the school can identify the need for additional support. An SEN Concern Form is filled in by the class teacher, detailing concerns and what support and strategies have already been put in place. This will be discussed with the parents/carers and the pupil concerned (where appropriate).

If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns. This may result in a Wave 1 Outcome Plan where targeted support within class is planned, undertaken and then reviewed.

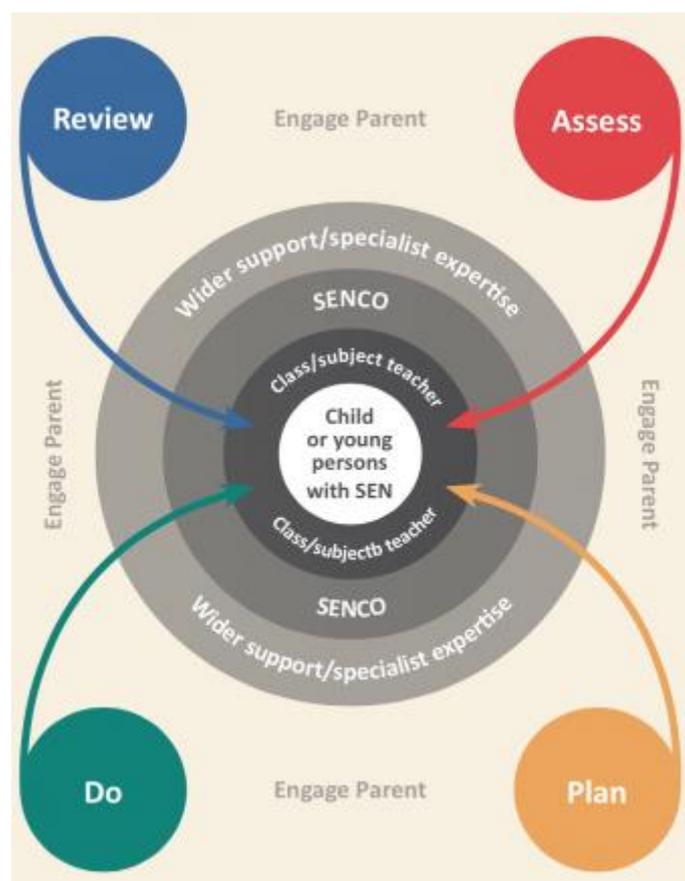
If progress towards these outcomes is not being made, decisions as to the most appropriate steps to be taken are made. This may well be the start of a [SEND Support Arrangement](#) which aims to ensure the voice of the family is heard and represented in the plan. It starts with a [One Page Profile](#), information about the family and their aspirations plus assessment information. At this point, with parental support, the child would be placed on the SEN register and the SENCO, class teacher, parent and child look at additional support under the school’s local offer consisting of [Wave 2 and Wave 3 interventions](#).

## School will follow the following cycle:

**Assess** - In identifying a child as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs (6.45 COP). Staff will regularly track all pupil's progress through assessment, compared to their peers and against national expectations. The views and experiences of parents/carers and the child will be listened to. In some cases further specific assessment will be completed or assessment gathered from other educational professionals eg EP, LLS, PSS or health and social services if appropriate.

**Review** – The effectiveness of support and interventions should be reviewed in line with the agreed date. (6.53 COP) The 'outcomes' agreed in the plan will be reviewed by the class teacher, parent, child and SENCO each term. This will inform the next step of support or whether to cease, adjust or continue an intervention or increase the graduated response. New 'outcomes' will be agreed and a review date set.

For pupils with an EHCP the local authority must review the plan at least annually.



**Plan** - The SENCO and class teacher should agree in consultation with the parent/carer the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a date for review.(6.48 COP) These 'outcomes' will be reviewed on a termly basis. Targets for the pupil will be shared in child friendly language and all staff who work with the child made aware of the plan. Parents will be asked to share the monitoring of progress though any home learning.

**Do** - The class teacher will liaise closely with TAs and support staff, who may provide intervention set out in the plan but the class teacher will remain responsible for that child. Class teachers will monitor the progress being made , working with that child on a daily basis and planning how extra intervention can be linked to classroom teaching. The SENCO will provide support, guidance and advice for the teacher.

## How parents, families and children are involved in this process

The SEND Process is a partnership between home and school.

The school provides curriculum information and updates on our website each term, in the newsletter published monthly and at year group curriculum meetings for parents. Reading record books and maths parent booklets give advice on supporting children at home.

Open mornings give opportunities for parents to visit classrooms and see strategies in action and work alongside their child.

Termly parent's evenings give opportunities for discussion of progress, with staff and SENCO, including parental support at home. Progress in terms of age related targets will be shared at these meetings. These are informed by the school's on-going assessments of each child's progress.

Alongside these meetings parents of children on the SEN register will be involved in termly meetings to set 'outcomes' and review progress. The SEND Support Arrangement will detail support planned for a child and how a parent can be involved with this outside school. Parental involvement is essential when an outside agency is involved with a child and their thoughts and contributions recorded. Parental input when target setting with agencies is encouraged.

At Bell Farm we operate an open door policy and staff are available at the end of each day to speak with parents. Parents are welcome to make an appointment with their child's teacher or the SENCO, in order to have more frequent updates, at any time of year. Similarly the class teacher or SENCO may request this of a parent from time to time.

If required, communication can also be made by phone call, email or home/school books in order to support the child from day to day. The school's Home School Link Worker (HSLW) is also involved with several families supporting parents and communication with school.

Pupils are involved with the target setting process, depending on age and stage of development, and encouraged to discuss one outcome they would particularly like to work on that term. The agreed 'outcomes' are explained to them and written in child friendly language on a target sheet placed at the back of their writing book.

Where possible a pupil will attend their termly review meeting and for those children with a statement or EHCP, they will complete a 'Review Circle' or update their 'One Page Profile' to support presenting their views at their Annual Review.

# SEN Provision

## What does Additional Support mean?

SEN support can take many forms. This could include:

- A special learning programme for your child
- Extra help at certain times from the class teacher, Learning Support Assistant or Teaching Assistant.
- Individual work with an adult either in or out of class.
- Making or changing certain materials or equipment
- Flexible grouping combinations and peer support.
- Small group work with an adult out of class – we have a number of research informed and evidence based interventions running at Bell Farm such as First Class@ Number, Success @ Arithmetic, Write Away together and Fisher Family Trust .
- Observing your child in class or at break and keeping records.
- Support from an adult to make sure that your child has understood things through questioning or rephrasing of information.
- Helping other children to work with your child in class or at break time.
- Supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

## Managing the needs of pupils on the SEN Register

- Each child on the SEN register will have a **SEND Support Arrangement** which aims to provide a holistic picture of the child and to ensure that the voice of their family is heard and represented in the plan. The plan will set out in one place the service inputs and provision which will support them to achieve their outcomes.
- The plan starts with a One Page Profile which focuses on what is important for a child, their likes and dislikes and what type of support makes a real difference to them. At Bell Farm all children from Reception – Year 6 have completed a One Page Profile with information gathered from home and school. These profiles are kept electronically so they can be updated during the course of the year, once after the Autumn term parent's evening and then at the end of the Summer term, to support transition to the next year or phase of education. Paper copies are kept together in class so that children, adults and visitors can have access to them.
- The plan also details information about the family and their aspirations which is recorded during meetings and discussions and added to the plan. Again this information is kept electronically so that updates can be made.
- Section 4 of the plan details strengths and weaknesses under the four main areas of SEN - Cognition and Learning, Communication and Interaction (including ASD), Social, Emotional and Mental Health and Sensory and/or Physical. Assessment information is also recorded and updated. The class

teacher has the responsibility of entering relevant information in this section, which again is kept electronically so that it can be added/ or amended as necessary.

- Section 5 is the plan itself which is where a child's outcomes and the actions and resources necessary to achieve these are recorded. These outcomes are agreed at a meeting with parents, class teacher, (SENCO and outside agency specialist if appropriate) and require child participation either through attending the meeting or discussion prior to it.
- A child's progress towards the outcomes identified on the SEND Support Arrangement (section 5) should be reviewed at least once a term. This review is organised by the class teacher and or SENCO with child and parental involvement and a new iteration of the Plan, if required, will be completed.

Review Month	Actions
October parent's evening	<ul style="list-style-type: none"> <li>• CT reviews outcomes on SEND Support Arrangement (section 5) and sends home a copy the night before the meeting, for parents to read.</li> <li>• CT, parents and child (if appropriate) discuss review and agree new outcomes at the meeting. One Page Profile is also reviewed at this point.</li> <li>• Following the meeting the CT makes any amendments including parent's comments to the review. The new outcomes are put onto the next plan and One Page Profile updated.</li> <li>• CT sends home the review and new plan within a week of parent's evening.</li> </ul>
March parent's evening	<ul style="list-style-type: none"> <li>• CT reviews outcomes on SEND Support Arrangement (section 5) and sends home a copy the night before the meeting, for parents to read.</li> <li>• CT, parents and child (if appropriate) discuss review and agree new outcomes at the meeting.</li> <li>• Following the meeting the CT makes any amendments including parent's comments to the review. The new outcomes are put onto the next plan</li> <li>• CT sends home the review and new plan within a week of parent's evening.</li> </ul>

July reviews	<ul style="list-style-type: none"> <li>• CT arranges SEND Support Arrangement meeting with parents.</li> <li>• CT reviews outcomes on SEND Support Arrangement (section 5) and sends home a copy the night before the meeting, for parents to read.</li> <li>• CT, parents and child (if appropriate) discuss review and agree new outcomes at the meeting. One Page Profile is also reviewed at this point.</li> <li>• Following the meeting the CT makes any amendments including parent's comments to the review and the new outcomes are put onto the next plan.</li> <li>• One Page Profile is updated in school ready for transition to the next year or phase.</li> <li>• CT sends home the review and new plan within a week of parent's evening.</li> </ul>
<p>On some occasions a review may fall outside these times if an external agency is able to contribute or the school/parent requests a separate meeting.</p>	

- All provision that is 'additional to or different from' that provided by high quality Wave 1 teaching is recorded on the school's Provision Map with clear entry and exit criteria. The cost and impact of these interventions are monitored by the Inclusion team and Senior Leadership and reviewed at agreed periods eg 6/12 weeks depending on the programme.
- A child's progress as a result of an intervention is used alongside other forms of assessment including curriculum based, standardised assessments, checklists and professional assessments (if involved) to decide on the next step of the graduated response.
- Termly '*Pupil Progress Meetings*' are held between each class teacher and members of the senior leadership team, in order for detailed discussions about children's progress to take place. If a pupil is not making expected progress in a particular area of learning, and making limited progress against SEND Support Arrangement outcomes, then the school could identify the need for additional support from an outside agency. This will then be discussed with parents/carers and the pupil concerned (where appropriate).
- The SENCO will make a referral to the appropriate agency with parental consent and liaise with parents to invite them in to meet the specialist teacher or professional (see SEN Information Report P14 to see specialist services accessed by Bell Farm). The support and strategies provided through this referral will feed into the SEND Support Arrangement and outcomes set.
- If limited progress continues to be made and the cost of provision (detailed in costed provision maps) is likely to be above that of the school's resources, then a request for additional funding could be considered. School will follow Surrey Guidance on referral for an Education Health and Care plan (see Surrey website) and take advice from the Specialist agencies and Educational Psychologist.
- Parents are kept informed and asked to attend meetings with professionals where this would be discussed.
- If agreed, the EHCP request will be made by the SENCO and all relevant

paperwork sent off.

- Pupil Progress meetings at the end of each term will also consider those children where intervention has resulted in outcomes being achieved and whether this progress means that provision ‘ additional to or different from’ high quality Wave 1 teaching is no longer required. Following discussion and agreement with parents a child may be removed from the SEN register.

## Supporting parents/carers and young people

For further information and ways to access support you may like to refer to:

- Bell Farm’s [SEN information Report](#) on the school website
- A member of the Inclusion Team – SENCO, Inclusion Leader or Pastoral Officer
- Surrey’s Local Offer [www.surreysendlo.co.uk](http://www.surreysendlo.co.uk) which includes other agencies that provide a service
- Surrey’s branch of the National Autistic Society [www.mugsy.org](http://www.mugsy.org) or [www.autism.org.uk/surrey](http://www.autism.org.uk/surrey)
- South East Surrey Dyslexia Association [www.sesda-dyslexia.co.uk](http://www.sesda-dyslexia.co.uk)
- Parent Champions a website to empower and support parents of children with Dyslexia <http://www.parentchampions.org.uk/>
- A voice for young people’s mental health and well- being [www.youngminds.org.uk](http://www.youngminds.org.uk)
- There are a range of voluntary organisations that support parents whose children have Special Educational Needs.
- Partnership with Parents - Helpline: 01737 737300

Admin: 01737 737301

Email: [spp@surreycc.gov](mailto:spp@surreycc.gov).



A strong voice for  
parents and carers of  
children & young people  
with SEN & disabilities



Family Voice Surrey – 01372 705708  
<http://familyvoicesurrey.org/contact-us>

- Our school’s admission arrangements – please see the school website
- Access arrangements for exams and assessments – if you have any concerns please contact Miss V Smith (Year 6 Phase Leader) via the school officer or speak to the SENCO.
- Transition arrangements – please see [Bell Farm SEN Information Report P 13](#)
- The school’s policy on managing the medical conditions of pupils – please see the policy on the website.

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

Section 100 of the Children and Families Act 2014 places a duty on governing bodies of maintained schools, proprietors of academies and management committees of PRUs to make arrangements for supporting pupils at their school with medical conditions.

### **Key points**

- Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education
- Governing bodies must ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Governing bodies should ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported.

Please see our policy on [Supporting Pupils at school with medical conditions](#) on the school website.

Our designated teacher for supporting pupils with medical conditions is Mrs A Beardon ([Inclusion Lead and Assistant Head](#))

## **Monitoring and evaluation of SEN**

The success of the school's SEN policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice, planning and book looks by the SENCO & Inclusion Lead and subject co-ordinators
- half termly analysis of pupil tracking data and assessment results for individual pupils and for cohorts
- annual monitoring of procedures and practice by the SEN governor
- the school's annual SEN review, which evaluates the success of the policy and sets new targets for development
- the school development plan, which is used for planning and monitoring provision in the school
- External Audits by Surrey eg – SEN monitoring visits by Babcock4S – Behaviour Audit in March 2015 and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce SEND Support Arrangements and targets, revise provision and celebrate success.

## Training and development

At Bell Farm we aim to ensure that all staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND.

- The school has several staff trained to support specific areas of SEND and encourage staff to continually update their skills and knowledge. The school has several specialist trained adults; in Speech and Language (ELKLAN); a counsellor and an Emotional Literacy Support Assistant (ELSA/ Pastoral Officer) supporting children with behavioural, social and emotional needs.
- The school also works closely with a number of external professionals such as:  
Specialist teachers from the Surrey Learning and Language team, Physical and Sensory Support team or Behaviour Support Team  
Educational Psychologist  
Speech and Language Therapist  
Occupational Therapist  
Physiotherapist,  
The Visual Impairment team,  
The Hearing Impairment team,  
Child and Adolescent Mental Health (CAMHS) support worker  
Outreach teacher from Freemantles (ASD school in Woking) or support from the services at White Lodge.  
When needed the school liaises and attends meetings with social care or provides information to support paediatric requests.
- All staff are offered regular training opportunities such as Positive Touch training, an Educational Psychologist led session on Attachment and whole staff training on supporting ASD. The school also has invested time in training for Wave 1 provision such as delivery of the Read Write Inc programme, Numicon training and a SEN clinic for teachers with individual slots to discuss specific issues.
- All staff are involved in yearly child protection updates and 3 members of staff are trained at a higher level to deliver safeguarding to others.
- In addition, designated teaching assistants have had training in the following areas in order to deliver particular provision to SEND children throughout the school:  
Moving and handling training, (PSS)  
Learning Language Support - Developing Written Language Skills (LLS)  
First Class @ Number and Success @ Arithmetic (Babcock4S)  
Fisher Family Trust – Wave 3 (Babcock4S)  
Write Away Together (Babcock4S)  
High 5 reading and Better Reading Partnership  
Pre- teaching of vocabulary through the Named Children’s Service, Colourful Semantics (Speech and Language Service)  
Drawing and Talking  
Visual Impairment training (PSS)  
Social Stories and Comic Strip Conversations (social communication support) (Freemantles)  
Fine motor Skills and Handwriting (PSS)
- Our Special Needs Coordinator (SENCO) has completed the mandatory National SENCO Award and is a qualified teacher.
- The SENCO regularly attends network meetings, and conferences to gain specialist knowledge and experience.

- Our SEN Teaching Assistant has completed the Professional Practise – level 2 and National Inspectors – Professional Practice level 2. She has completed the Early Bird and Early Bird Plus course, Social stories – Carol Gray (Freemantles) and Autism Education Trust - Level 1. Level 2 is now being planned. She is also ELKLAN trained in supporting language and communication skills.

## Storing and Managing Information

Information is stored both in paper and electronic form. A child's SEN file is stored in locked filing cabinet inside the SENCO's office and certain documents and plans are stored within a class teacher's SEN file. Electronic information is stored on the school's main system which can be accessed by teaching staff through use of a password. Documents are kept whilst the child is at Bell Farm and then the file is transferred to the next school either hand delivered or sent through recorded delivery.

If for any reason SEN documents remain at the school these will be kept for the designated time of - date of birth of the child + 25 years, before be securely disposed of.

## Reviewing the SEN Policy

In line with all school policies the SEN policy will be kept under regular review by the governing body.

<u>Status of Policy</u>	<u>Date</u>
Authored by Vicky O'Brien	February 2015
Policy reviewed	March 2017
Agreed by Staff	March 2017
Agreed by Governors (FGB)	March 2017
Review	Every year March 2018

## Comments, complements and complaints

Explain how the school records and deals with comments, complements and complaints

- If your child is already at the school, your first point of contact would usually be their class teacher.

- If the matter cannot be resolved at this stage then the SENCO, Mrs V O'Brien, may become involved and a meeting set up to discuss the nature of the complaint and look for a resolution.
- You can also contact the Head Teacher; Miss A Cooper, the Deputy Head Teacher; Mr B Wasserberg, or the Assistant Head Teacher overseeing Inclusion
- A copy of the *school's complaints procedure* can be found on the school's website. This will outline the formal steps the school will take in handling the complaint.
- Parent support agencies such as Partnership with Parents can be contacted to support this process. Helpline: 01737 737300

Admin: 01737 737301

Email: [spp@surreycc.gov](mailto:spp@surreycc.gov).

## Appendices

### Appendix 1 Accessibility Action Plan

Under the SEN and Disability Act 2001 all schools have a duty to plan over time to increase the accessibility of schools for disabled pupils, parents/carers and visitors.

Schools are required to produce an accessibility plan for their individual school under the following headings;

- Access to the curriculum
- Access to the environment
- Access to information

This action plan should be updated at least every 3 years.

Please see our [Accessibility Action Plan](#) on the website.

### Appendix 2 Related Policies

The following policies concerning groups of vulnerable pupils can be found on our website and may be of interest.

- Equality and Single Equality Scheme
- Anti – bullying
- Behaviour and Discipline
- Child Protection
- Accessibility Action Plan
- Looked after Children
- English as an Additional Language
- Children with medical conditions

- Gifted and Talented
- Teaching and Learning
- School Marking

## Appendix 3 Key Documentation

The following documents may be of interest:

- Special educational needs and disability code of practice 0 – 25  
[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)
- Special educational needs and disability : a guide for parents and carers  
[www.gov.uk/government/publications/send-guide-for-parents-and-carers](http://www.gov.uk/government/publications/send-guide-for-parents-and-carers)
- Supporting pupils at school with medical conditions  
[www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3](http://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)
- Keeping children safe in education  
[www.gov.uk/government/publications/keeping-children-safe-in-education](http://www.gov.uk/government/publications/keeping-children-safe-in-education)
- Surrey’s Local Offer [www.surreysendlo.co.uk](http://www.surreysendlo.co.uk)
- <http://new.surreycc.gov.uk/schools-and-learning/special-educational-needs-and-disability-send/changes-to-send-support-in-2014>

## Appendix 4 Abbreviations for Inclusion

ADD/ADHD	Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder
ASD/ASC	Autistic Spectrum Disorder/Autistic Spectrum Condition
Assessment	A detailed examination of a child's special educational needs
Baseline Assessment	A standardised teacher assessment designed to establish the attainment level of children at a significant point
Basic Skills	Reading, Writing and Maths
BSS	Behaviour Support Service
CAMHS	Child and Adolescent Mental Health Service
CoP	Code of Practice
CI	Communication and Interaction
CL	Cognition and Learning
CP	Child Protection
CPR	Child Protection Register
CT	Class Teacher
DoB	Date of Birth
EAL	English as an Additional Language
EBD	Emotional and Behavioural Difficulties
EHCP	Education Health and Care Plan
ELSA	Emotional Literacy Support Assistant
EP	Education Psychologist

EWO	Education Welfare Officer
EYFS	Early Years Foundation Stage
FE	Further Education
FSM	Free School Meals
G&T	Gifted & Talented
GMS	Grant Maintained School
HSLW	Home School Link Worker
HE	Higher Education
HI	Hearing Impaired
K	SEN support
LA	Local Authority
LD	Learning Difficulties
LSA	Learning Support Assistant
LLS	Learning & Language Support Service
MPT	Multi-Professional Team
MLD	Moderate Learning Difficulties
NQT	Newly Qualified Teacher
ODD	Oppositional Defiant Disorder
OT	Occupational Therapy
PE	Physical Education
PEP	Personal Education Plan
PP	Pupil Premium
PTA	Parent Teacher Association
PPO	Parent Partnership Officer
PRU	Pupil Referral Unit
PSP	Pastoral Support Programme
REMA	Race
SALT/SLT	Speech and Language Therapy
SAT's	Standard Assessment Tests
SEMH	Social Emotional and Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENCo	Special Educational Needs Co-ordinator
SLD	Severe Learning Difficulties
SMO	School Medical Officer
SpLD	Specific Learning Difficulties
SPM	Sensory, Physical, Medical
TA	Teaching Assistant
VI	Visually Impaired