

Special Education Needs and Disability Policy

This policy also applies to EYFS pupils and children in our Nursery Provision

This Special Educational Needs and Disability Policy has regard to the Special Educational Needs and Disability Code of Practice 0 to 25 years (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Framework for the Early Years Foundation Stage, 2021
- 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
- Teachers Standards 2012

Section 1

This policy was created by the school's Special Educational Needs Department in liaison with the Senior Leadership Team, SEN Governor representative and all staff. A copy of the Special Educational Needs Policy can be obtained via the school office, via the school website or from the Principal or SENDCos.

Bedford Greenacre Independent School has a wide ability range and there are therefore a number of children who may be described as more able, gifted or talented. They will also need support and a separate document, entitled the Gifted and Talented Policy, details the provision in this respect. A copy of this policy can be obtained via the school office (hello@bedfordgreenacre.co.uk).

Pupils are only identified as needing additional specialist support if they do not make adequate progress once they have had all the interventions and adjustments within the normal class structure or early years setting, combined with good quality personalised teaching.

This Special Educational Needs and Disability Policy details how the school will do the utmost to ensure that the necessary provision is made for any pupil who needs additional support and how those needs are made known to all who are likely to teach them. The school will use our best endeavours to ensure that teachers are able to identify and provide for those pupils who have special educational needs and to allow pupils with additional support needs to join in the activities of the school, together with pupils who do not, so far as is reasonably practical. The school will ensure that parents and pupils are kept informed of any special provision that is being made for their child and will consult and liaise regularly to ensure that provision continues to be appropriate and beneficial.

Roles and Responsibilities

The school has three designated SENDCos, Ms Alison Braines (Juniors SENDCo) and Mr Alex Robinson-Welsh (Senior SENDCo) for school pupils and Ms Louise Dempsey for Nursery provision. They can be contacted via letter, telephone, or email to the school office using abraines@bedfordgreenacre.co.uk and arobinson-welsh@bedfordgreenacre.co.uk or Ldempsey@bedfordgreenacre.co.uk

Leadership Team

Mrs. E Brewer, Mrs. T Djukic, Miss E Niro, and Miss T Rodd are the designated teachers with specific responsibility for Safeguarding. They can be contacted at the school office by letter, telephone, or email.

ebrewer@bedfordgreenacre.co.uk- Safeguarding lead for school provision

arobinson-welsh@bedfordgreenacre.co.uk – Deputy safeguarding lead for school provision

eniro@bedfordgreenacre.co.uk – Safeguarding lead for Nursery Provision

trodd@bedfordgreenacre.co.uk- Deputy safeguarding lead for Nursery provision.

Section 2 Aims

At Bedford Greenacre Independent School, we believe that high quality teaching that is differentiated and personalised, will meet the individual needs of the majority of children attending the school. It is our aim that all pupils should be given the opportunity, within the school's structure and with a fair allocation of resources, to make the most of their potential. Some children, who have a significantly greater difficulty in learning than the majority of others the same age, will need additional educational provision that is extra to or different from that provided for the majority. We believe that every individual matters and have a nurturing ethos throughout the school.

Admission to Bedford Greenacre Independent School is based on the criteria stated in the Admission Policy. A copy of this policy can be obtained from the school office or via the website.

Objectives

Paragraphs xiii and xiv of the introduction to the 0 – 25 SEND Code of Practice state:

"xii A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

"xiv A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of 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 school or mainstream post-16 institutions." (p4/5 SEND CoP)

The new Code of Practice outlines a "graduated approach" for SEN support and states:

"6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants or specialist staff."

"6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN."

Where the normal classroom structure with appropriate, individualised and personalised approaches and adaptations in place does not overcome the barriers to learning or gaps in knowledge or where it is beyond the scope of the class teacher to provide support effectively through the use of a differentiated curriculum, a child may be identified as needing Learning Support and the Learning Support Policy will come into effect.

At Bedford Greenacre Independent School we support The Teachers' Standards 2012 which make it clear that it is every teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils', including those with Special Educational Needs. We are committed to raising the aspirations of and expectations for all pupils with Learning Difficulties or Disabilities, with the focus on improving outcomes for all children with Special Educational needs. We aim to:

- Treat every child as an individual
- identify and provide for pupils who need learning support or have additional needs
- work within the guidance provided in the SEND Code of Practice, 2014
- operate a "whole pupil, whole school" approach to the management and provision of support for pupils needing learning support
- provide a Learning Support Department who will work within the Learning Support Policy
- provide support and advice for all staff working with pupils needing learning support

Section 3 Identifying Special Educational Needs

At Bedford Greenacre Independent School, identifying and assessing pupils with learning support needs, at the earliest opportunity, enables us to work out what action the school needs to take to achieve the best outcomes for the pupils concerned. The four areas outlined below give an overview of the range of learning needs we plan for:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and /or physical needs

In practice, individual pupils often have needs that cut across two or more of these broad areas and may change with time. The support provided is based on an understanding of a pupil's particular strengths and difficulties. On rare occasions, some children may need more support than is possible within our setting. In these instances, the school, in consultation with parents, may commission the support of the local authority to carry out an Education, Health and Care assessment. This will involve gathering evidence from a range of relevant professionals to establish the level of special educational, health and care provision that may be required to meet identified needs and achieve the desired outcomes. As a result of an Education, Health and Care assessment the local authority may decide it is appropriate to issue an Education, Health and Care plan for the young person concerned.

At Bedford Greenacre Independent School, class teachers are responsible and accountable for the progress and development of the pupils in their class or early years environment, including where pupils access support from teaching assistants, support teachers or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may need learning support. Additional intervention and support cannot compensate for a lack of good quality teaching.

The decision to provide additional and specialist support will involve consultation with parents and the pupil (where appropriate). The class teacher in partnership with parents, together with the SENDCos, will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we will arrange for more specialised assessments from external agencies and professionals.

All teachers at Bedford Greenacre Independent School have access to and are familiar with the Special Educational Needs and Disability Policy and the Support Register. These are accessible to staff at all times.

Section 4 A Graduated Approach to SEN support Cause for Concern (Monitoring Stage)

Identification of children who are 'making less than expected progress given their age and individual circumstances' and are causing concern will be made initially by the relevant class teacher. This may be as a result of the concerns of the parents, observations made in the classroom, or as a result of assessments or progress checks. At this preliminary stage an Initial Concern Record will be completed by the class teacher. The class teacher will discuss their concerns with parents and will provide a written record of the conversation for the SENDCo and Head of Juniors, if appropriate, on the Initial Concern Record. At this early stage, the first response will be high quality teaching targeted at the child's areas of weakness. Within an agreed timeframe (as agreed by the parents and staff involved) the pupil will be monitored by the class teacher. During this period the SENDCo may be asked to contribute by providing resources and/or ideas for the class teacher. The SENDCo may also be consulted for advice on what additional assessments can be carried out to support initial observations and what adjustments to the learning environment might be beneficial. The class teacher will continue to monitor and record progress as the pupil works to achieve the targets set. At the end of the agreed period of time, the class teacher, parents and SENDCo will review the progress made towards the targets and will decide whether the pupil continues to cause concern or has made the appropriate progress. If a pupil continues to have significantly greater difficulty learning than the majority of others the same age, despite high quality teaching, the pupil may be identified as needing additional support and will be recorded on the Support Register.

Identification of Special Needs Assess – Plan – Do – Review

Following the identification of a pupil with additional support needs, which will involve parents, the class/subject teacher and the SENDCo, the class teacher and subject teachers, supported by the SENDCo, will devise interventions which are additional to or different from those provided as part of the usual curriculum. It is important to recognise that children are normally offered a differentiated curriculum. The interventions provided will therefore be beyond those differentiated activities. Children at this stage are defined as having additional support needs and will be recorded on the Support Register. For children within the nursery, management and practitioners will closely monitor the development of all children alongside those who may start the setting with a known additional need to ensure that young children access early intervention if required at the earliest opportunity.

In consultation with parents and with the support of the SENDCo, the school may seek advice and support from a variety of external agencies, as appropriate. For example, speech and language therapists, educational psychologists, occupational therapists and special needs consultants. With the support of the Special Educational Needs Department, an Individual Student Profile (ISP) or Support Plan may be devised in association with the child and the child's parents. The targets on the ISP/Support Plan will reflect the additional needs identified and will aim to overcome the barriers to learning or close the gap in knowledge and understanding. The targets will be used by the class teacher and the child's subject teachers to inform their planning and support them with the implementation of a programme to

help the child make progress, for example 1:1 speech and language sessions, 1:1 literacy/numeracy support or the use of a visual timetable.

Individual Profiles will be reviewed at least twice a year, in association with parents, the class teacher and SENDCo, with new targets set as appropriate according to the progress made. Support Plans will be reviewed on a half-termly basis.

Managing The Needs of pupils on the SEN Register

The child's class teacher, who has the most contact with the child and a key pastoral role, will remain responsible for monitoring the child on a daily basis, liaising with relevant subject staff, communicating with parents and ensuring the ISP targets are relevant, reviewed and updated as appropriate. With the support of the Special Educational Needs Department, the class teacher and subject teachers will decide on the additional action needed to help the child to progress in the light of earlier observation, assessments and discussions. This support will be related to the child's individual needs and may include:

- different learning materials or special equipment
- support within the classroom environment
- some small-group or individual support lessons
- staff development and training to introduce more effective strategies
- access to 'one-off' or occasional advice on strategies or equipment
- adaptations to the learning environment

Termly meetings are held between SEN Staff and EYFS staff in order to discuss concerns about EYFS pupils.

Individual Education Plans and Support Plans

Strategies employed to enable the child to progress will be recorded within an Individual Student Profile or Support Plan. These Plans will include information about:

- the short-term targets set for the child
- the strengths of the pupil
- the teaching strategies to be used
- the provision to be put in place
- success criteria
- suggestions for parental support
- parental comments
- when the plan is to be reviewed
- outcomes

The ISP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon a maximum of five individual targets that match the child's needs and have been discussed with the child (where appropriate) and the parents. The Special Educational Needs Department, with support from the class teacher, will be responsible for reviewing and updating the ISP, at least twice a year. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

The Learning Support Register

The SENDCo, with the support of Teachers, is responsible for maintaining and updating the



Support Register for the School. A pupil who has been identified as having Support needs will be recorded on the Support Register. When a pupil no longer requires provision that is additional to and different from the provision for the majority of the children the same age, he/she/they will no longer be recorded on the Support Register.

External Agencies

The Principal, with the support of the SENDCo as appropriate, is responsible for involving external agencies in the education of children needing additional support. External agencies will usually conduct more specialist assessments to inform planning or measure a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. In consultation with parents and where appropriate the support of an external professional may be sought via a GP consultation, an NHS referral or a private appointment with a specialist. In some cases, there may be an additional cost involved to parents. The following list contains some of the external agencies that may be consulted:

- Local Authority SEND Team
- Speech and Language Therapy
- Social Services (when children are at risk)
- Educational Psychologists
- Occupational Therapists
- Communication and Social Behaviour Team
- Visual/Hearing Impairment Team

Support Staff

Support provision at the school is the responsibility of the Principal. This responsibility is partly delegated to the SENDCo. The school employs Specialist Support Teachers and a number of Learning Support Assistants who provide additional support within their timetabled commitment. In some circumstances, where the normal support provision is insufficient to ensure a child is able to access the curriculum, it will be necessary to consider the provision of staffing beyond the school's normal staffing levels.

Any extra parental contributions in funding, in addition to school fees, required to ensure support provision is fair and appropriate, safeguarding the needs of all pupils, will be discussed and agreed by the Principal and the parents. The individual learning support lessons, delivered by Specialist Teachers, incur additional costs to parents.

Partnership with Parents

At Bedford Greenacre Independent School, we are committed to working in partnership with parents, who play a vital role in supporting children with additional needs. The decision to raise a child as 'causing concern' or to make special educational provision will involve consultation with parents and, where appropriate, the pupil. This will enable parents to play an active and informed role in supporting their children. Regular feedback and discussion is encouraged, with opportunities for meetings at the official Parents' Evenings or before or after school, by arrangement. Practical support and advice will be made available to parents as required.

Section 5 Access Arrangements

Screening assessments are carried out in Year 9, and at other times as necessary, to ascertain which children will need Access Arrangements in internal assessments as well as external examinations, as required by JCQ. These may include: reader, scribe, extra time, use of a computer, rest breaks, modified papers, prompter and separate venue. Specialist staff are responsible for the administration and organisation of these arrangements. Parents are informed of the outcome of these assessments as appropriate.

Supporting Pupils and Families

The following addresses may be useful to parents:

Parent Partnership:

www.bedford.gov.uk/education_and_learning/parental_support/parent_partnership_service.aspx

Dyspraxia Foundation: www.dyspraxiafoundation.org.uk

Dyslexia Action: www.dyslexiaaction.org.uk

Autism Bedfordshire: www.autismbedfordshire.net

Chums: www.chums.uk.com

Camhs: www.youngminds.org.uk

Local Authority Local Offer: www.bedford.gov.uk

The admission policy is available via the school website.

Supporting Transition between Classes and Schools.

Bedford Greenacre Independent School are committed to ensuring that the transition between classes/year groups and for those moving between phases is planned for and managed well. This is to make sure that pupils continue to build on their achievements and transfer between classes or schools with confidence; in the knowledge that information relating to additional provision has been communicated to the new teacher or setting.

Section 6 Supporting Children with Medical Conditions

The school recognise that pupils at school with medical conditions should be properly supported so that they 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.

At Bedford Greenacre Independent School we have several members of staff with first aid training and arrangements are in place to support pupils at school with medical conditions. Some may also have special educational needs (SEN) and may have a Statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2014) is followed.

Section 7 Monitoring and Evaluation of Learning Support

Bedford Greenacre Independent School are committed to regularly and carefully monitoring and evaluating the quality of provision we offer to all pupils, including those with additional support needs. We sample parental views via questionnaires, and sample staff views via staff meetings, weekly briefings and staff questionnaires. Our Rewards Policy ensures that all pupils, including those with Special Educational Needs can celebrate their successes, in and out of the classroom, with the awarding of House Points, Merits and Head Teacher's Awards in assemblies as well as Progress Prizes and overcoming adversity awards, at the annual Prize giving. The Special Educational Needs Department will coordinate with the rest of the school's tracking system in order to monitor the progress of those on the Support Register.

Role of the Learning Support Governor

Bedford Greenacre Independent School's Special Educational Needs Governor representative in his role of Honorary President is Mr Graham Bates, who can be contacted by telephone, letter or e-mail via the school office.

Special Educational Needs Governor representative has specific oversight of the school's arrangements for those with special educational needs and disability. The governor representative, in partnership with the School Leadership Team, regularly reviews how expertise and resources can be used to address Learning Support needs and improve the quality of whole-school provision as part of their approach to school improvement. As part of the role, Special Educational Needs Governor representative will:

- ensure that we meet statutory requirements
- ensure we promote a positive and inclusive ethos
- ensure we provide support and rigorous challenge for children with SEN
- have a working knowledge of types of special educational and disability needs we are providing for
- monitor the evaluation of progress of pupils with Learning Support needs against the progress of others
- report to the full governing body about Special Educational Needs

Training and Resources

The Special Educational Needs Department is provided with its own annual budget, which is managed by the SENDCo/s.

The school regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement or with identified additional support needs. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the additional support needs most frequently encountered. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The SENDCo liaises with the Principal in the planning and provision of Learning Support training that is relevant and most frequently encountered. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school SEND provision and practice and to discuss the needs of individual pupils.



Section 8 Storing and managing Information

All confidential SEND information relating to pupils is kept in locked filing cabinets, which are accessible to members of the Special Educational Needs Department. Documents that are available to all staff via the network, such as the Support Register, ISPs and summary documents of information from external agencies are password protected.

All confidential documents are stored securely until the pupil concerned leaves the school, at which point the records are either passed on to the new school or archived by the business manager.

Section 9

Accessibility

Bedford Greenacre Independent School, with regard to The Disability Discrimination Act, as amended by the Equality Act 2010, plans to increase over time the accessibility of the school for disabled pupils and to implement their plans.

Assessment, Recording and Reporting

The school uses a range of assessment procedures. These are outlined in the Assessment Policy which is available via the School Office on request.

Specialist Facilities and Equipment

A dedicated area is provided for support teaching, which is quiet and welcoming. Support provision is reviewed regularly, with flexible structures provided for targeted delivery via in-class support, small group provision or 1:1 lessons. A Special Educational Needs budget is made available to the SENDCo, who reviews and maintains a range of appropriate resources and software.

Statutory Requirements

This policy has regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (June 2014). This is a mandatory requirement in the Early Years Setting as the children in the setting are supported by the local authority. The Code of Practice is not a legal requirement for classes outside the early years setting. Access to support from external specialists is not a right for children outside the early years setting, except for those in receipt of funding through a Statement of Special Educational Needs or an EHC Plan.

Section 10 Dealing with complaints

In line with the Parental Complaints Policy, complaints from parents will be dealt with according to the three stages in the Parental Complaints Procedure, available via the School Office on request or on the website.

Monitoring and Review

This policy was created by the school's SENDCo in liaison with the Special Educational Needs Department, the Senior Leadership Team, SEN Governor representative and all staff. This policy will be monitored and reviewed on an annual basis.

Associated Policies

The following policies can be obtained from either the school website, the Principal or the office via e-mail (hello@bedfordgreenacre.co.uk)

- The Gifted and Talented Policy
- Admissions Policy
- Assessment Policy
- Parental Complaints Policy
- Safeguarding Children Policy
- Accessibility Policy

Contact details

The Principal can be contacted via the School Office or via email:

heads_PA@bedfordgreenacre.co.uk

The SENDCos can be contacted via the School Office or via email:

abraines@bedfordgreenacre.co.uk

arobinson-welsh@bedfordgreenacre.co.uk

The SEN Specialist Teacher can be contacted via the School Office or via email:

Mrs Julie Bassett-Gilham jbassettgilham@bedfordgreenacre.co.uk