

Bishop Perrin Church of England Primary School

Special Educational Needs and Disability (SEND) Policy (including SEN information report)

Statutory Policy



Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and St Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

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1 INTRODUCTION

Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and St Philip and St James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

Bishop Perrin is a mainstream, Voluntary Aided, Church of England primary school.

Bishop Perrin inspires a love of learning where everyone is valued and encouraged to grow and achieve within a safe, Christian environment.

This policy is written in line with the requirements of:-

- [Part 3 of the Children and Families Act 2014](#)
- [SEN Code of Practice 2014](#)
- [The Special Educational Needs and Disability Regulations 2014](#)
- [The Special Educational Needs \(Personal Budgets and Direct Payments\) Regulations, Section 49](#)
- [The Equality Act 2010](#)

This policy should also be read in conjunction with the following policies Behaviour, Anti-Bullying and Exclusions, Assessment, Safeguarding of Children, Children Looked After, Homework, Complaints, Equalities plan (including Disability Equality Scheme & Accessibility Plan, Extra Curricular Activities and First Aid and Managing Medical Conditions.

This policy is monitored by the SEN Governor and is reviewed and ratified by the Full Governing Board annually. It is available for parents to view on the school website.

2 DEFINITION OF SEN

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

(a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

3 THE KINDS OF SPECIAL EDUCATIONAL NEED FOR WHICH PROVISION IS MADE AT BISHOP PERRIN

At Bishop Perrin we can make provision for many frequently occurring special educational needs without an Education, Health and Care Plan. There are other kinds of special educational need, which do not occur as frequently, with which the school is less familiar.

The school also currently meets the needs of pupils with an Education, Health and Care plan with a variety of special educational needs. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. In some, circumstances a more specialised setting may be more appropriate, in order to best meet a child's individual needs.

The admission arrangements for pupils with an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

4 IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEN

At Bishop Perrin class teachers monitor the progress of all pupils regularly to review their achievement, as per the assessment policy. Where these assessments indicate that a child may have a Special Educational Need we can use a range of other assessment materials to pin point the area of need e.g. York Assessment of Reading and Comprehension (YARC.). The principle of early identification and intervention underpins our approach to identifying those pupils who need extra support to access the curriculum. Class teachers

and parents can discuss any concerns they have about a pupil's learning and development with the SENCO. Individual pupils may be discussed at the school multi-professional meeting, which is held every term.

Despite high quality, targeted teaching some pupils may continue to make insufficient progress. For these pupils, in consultation with parents, their strengths and weaknesses are identified and used to create an appropriate individualised intervention programme which is carried out by teachers and support staff. In many cases, these underlying needs often explain inadequate progress or challenging behaviour. At times, it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. This will be shared with parents, put into a support plan and reviewed regularly, and refined / revised if necessary. At this point, because the pupil requires additional and extra provision, we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it), we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided, and the teaching approaches to be used. We map any interventions or extra support we put in place and, by assessing children before and after the intervention, we can monitor the impact the additional support has had on a pupil's educational progress. We also use data from class assessments carried out at the end of the Autumn and Spring terms to monitor pupil progress.

On occasion, the child or family may need support from outside agencies and the school can signpost and refer to these, which include Family Support Workers, the Children's Centre, School Nurse, Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Primary Mental Health Workers.

5 HOW WE EVALUATE THE EFFECTIVENESS OF THE PROVISION

How we evaluate the effectiveness of the provision made for pupils with special education needs with or without an Education, Health and Care Plan

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class

teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as:

- similar to that of children of the same age who had the same starting point
- progress that matches or improves on the pupil's previous rate of progress
- progress which allows the attainment gap to close between the pupil and children of the same age

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made.

6 TEACHING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2014)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. (COP 6.34)

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework/Statutory Framework for the Early Years Foundation Stage the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring, precision teaching, small group teaching, use of ICT software learning packages. These may be delivered by school support staff or by additional staff employed through the funding provided to the school. This is known as 'notional SEN funding'. The class teacher will remain responsible for working with the pupil on a daily basis.

7 HOW WE ADAPT THE CURRICULUM AND LEARNING ENVIRONMENT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

At Bishop Perrin we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

‘All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.’ (Code of Practice 6.11)

8 ADDITIONAL SUPPORT FOR LEARNING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Schools receive funding for SEN pupils. This funding is used to support and enhance high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEN and evidenced based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the school will request ‘top up’ from the Local Authority where the child or young person lives. The Head teacher has the final say in the use of the personal budget within the school.

9 ACTIVITIES THAT ARE AVAILABLE FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN ADDITION TO THOSE AVAILABLE IN ACCORDANCE WITH THE CURRICULUM

All clubs, trips and activities offered to pupils at Bishop Perrin are available to pupils with special educational needs. For some pupils ‘reasonable

adjustments' may need to be made. This is always done in partnership with families and carers.

10 SUPPORT FOR IMPROVING THE EMOTIONAL AND SOCIAL DEVELOPMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

At Bishop Perrin we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for example PSHE, Circle of friends, Social skills and Self Esteem groups, and indirectly with every conversation adults have with pupils throughout the day.

Where a child's SEND is related to behaviour or social issues we will put in place a personalised behaviour programme. Children may also access groups relating to social skills, self-esteem and friendship or one to one counselling/play therapy.

Parents can access the Children's Wellbeing Practitioner Programme in school. Parents are taught techniques to help their child manage their anxiety or to enable parents to feel confident responding to their child's behaviour.

Pupils with emotional and social needs because of their special educational needs will be supported to enable them to develop and mature appropriately. For some pupils with the most need for help in this area we can also provide referral to external agencies e.g. CAMHS

Pupils and parents can share their views on Special Needs provision via our annual questionnaires or by speaking to school staff.

Nationally, children with SEND are more likely to be victims of bullying and we would deal with this in accordance with our Behaviour, Anti-Bullying and Exclusions Policy.

11 THE SEN CO-ORDINATOR

The SENCo at Bishop Perrin is Mrs Fiona Twitcher, who is a qualified teacher. She has completed the National Award for SEN Co-ordination and also holds A Foundation Certificate in Teaching Children with Specific Learning Difficulties.

Mrs Twitcher can be contacted by telephone on: 02088941447 Tuesday to Thursday mornings or via email at info@bishopperrin.richmond.sch.uk

12 THE EXPERTISE AND TRAINING OF STAFF IN RELATION TO CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY.

We are committed to the training and development of staff to enable them to support children with SEND. We plan our training programme according to the needs of pupils in school at the time. Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach include the school Educational Psychologist, Speech and Language therapist, Occupational therapist or trainers from other external organisations and charities.

13 EQUIPMENT AND FACILITIES TO SUPPORT CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS.

The school has a range of material to support children with varying needs. Specialist equipment will be considered on an individual basis.

14 THE ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND INVOLVING THEM IN THE EDUCATION OF THEIR CHILD

All parents of pupils at Bishop Perrin are invited to discuss the progress of their children on two occasions a year and receive a detailed written report once a year. Outside these times, parents can make an appointment to meet with the class teacher or SENCo to discuss specific issues.

As part of our normal teaching arrangements, all pupils will access some additional teaching to enable them to achieve their potential if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational

provision is being made. Parents of children on our SEN register are offered longer appointments at parent evenings to allow them time to discuss their child's Learning Support Plan and review the provision for their child.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

15 THE ARRANGEMENTS FOR CONSULTING YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS ABOUT, AND INVOLVING THEM IN, THEIR EDUCATION

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, a Learning Support Plan is created and the pupil's views will be included in the plan.

16 THE ARRANGEMENTS MADE BY THE GOVERNING BODY RELATING TO THE TREATMENT OF COMPLAINTS FROM PARENTS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS CONCERNING THE PROVISION MADE AT THE SCHOOL

The same arrangements for the treatment of complaints at Bishop Perrin are used for complaints about provision made for special educational needs and disabilities. (See the Complaints Policy on the school website). However, parents should initially discuss any concerns with the class teacher, SENCO or Head teacher.

17 HOW THE GOVERNING BODY INVOLVES OTHER AGENCIES, INCLUDING HEALTH AND SOCIAL SERVICES, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY ORGANISATIONS, IN MEETING THE NEEDS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND IN SUPPORTING THE FAMILIES OF SUCH PUPILS

The Governing Board is able to engage with the following: -

- A Service Level Agreement with Educational Psychology service for 48 hours per year.
- SPARK (the School Performance Alliance Richmond and Kingston)- we have a credits package enabling us to buy services from SPARK, as needed.
- Ability to link to the Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with a requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from the Education Inclusion Service, etc. Membership of professional networks for SENCO e.g. NASEN, SENCO forum, etc
- School Nurse
- Play therapist/children's counsellor
- Access to local authority behaviour support

18 THE SCHOOL'S ARRANGEMENTS FOR SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN TRANSFERRING BETWEEN PHASES OF EDUCATION

At Bishop Perrin we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We receive reports from the child's previous setting and the Reception teacher attends a Richmond Borough transition meeting, where nursery teachers, assistants and child minders have the opportunity to share information. The Reception teacher and EYFS teaching assistant also make home visits to the home of each new Reception child.

We also contribute information to a pupil's onward destination by providing information to the next setting. This can occur at borough wide Secondary School Transfer meetings, via transition reports or one to one meetings with individual school SENCOs. We make pupils aware of and encourage them to participate in any transition programmes that may be in place in their secondary school.

19 SUPPORT SERVICES FOR THE PARENTS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

The following organisations offer (mostly free) independent advice and support on all SEND matters including the Assessment, Education, Health and Care Planning processes.

The Information, Advice and Support Service (SENDIASS) in Kingston and Richmond offers advice and support across a wide range of subjects. This may include help with personal budgets and how to use the Local Offer plus:

- support with understanding reports and letters, attending meetings and preparing for assessments and reviews
- information and signposting to support services in your area
- support with Transition and Preparing for Adulthood
- support with and signposting to mediation
- advice and support on benefits

Email Address RichmondKingston@kids.org.uk

Website <http://www.kids.org.uk/richmond-and-kingston-sendiaass>

Telephone 020 37939596

Ruils SEND Advisory Service can:

- Help you to understand the local referral process and the Local Offer (a detailed breakdown of relevant services published by the Local Authority)
- Help you to make sense of all the paperwork, keep to the time scales and coordinate the professionals involved
- Help you to get your Education Health and Care Plan (EHCP) in place by keeping the process on track
- Be a named contact throughout EHCP assessment and planning
- Be available for new referrals, transfer reviews and for those who would have had an LDA
- Liaise between agencies and gather information
- Provide all relevant information and signpost other organisations and sources of support

Express CIC Disability Living Allowance and Education, Health and Care Plan Support is offered by appointment only, to parents and families who have a child with autism. The appointment is to give specific 1:1 support time to help parent/carers through the process. The volunteers are IPSEA SEND Advisor trained.

Me too & Co SEN Advocacy and Mediation Service offers free legal advice for parents and carers of children with additional needs through their SEN Advocacy Clinic.

SOS!SEN offer advice on:

- getting the right educational help for your child
- liaising with the school or local authority
- interpreting official letters
- requesting an EHC Needs assessment for your child
- finding independent expert professional advice
- appealing to the Special Educational Needs and Disability Tribunal

Independent Parental Special Education Advice (known as IPSEA)

is a registered charity (number 327691) operating in England. IPSEA offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND). They also provide training on the SEND legal framework to parents and carers, professional and other organisations.

The Local Offer contains information on all the local organisations that can provide support and advice.

20 INFORMATION ON WHERE THE LOCAL AUTHORITY'S LOCAL OFFER IS PUBLISHED.

The Local Offer is a website that provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.

SEND Local Offer website

https://kr.afcinfo.org.uk/local_offer

Phone number for enquiries about the Local Offer: 020 8547 4722