

Bosham Primary School

Bosham Primary School, Walton Lane, Bosham, West Sussex PO18 8QF

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**Policy for Special Education Needs**

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| Written by | Terri Rawlings (SENDCo) |
| Approved by Governors | Spring 23 (06.02.23) |
| Chair of Governors | Christine Dring |
| To be reviewed | Spring 2024 |

**Introduction:**

At Bosham Primary School, we are committed to offering an inclusive, broad, balanced and creative curriculum, which supports and challenges all pupils, including those who may be in need of additional support for their academic, social, emotional or physical and mental health needs. We recognise and celebrate the achievements of each child as an individual, providing provision which challenges and motivates each child based on their own needs and abilities.

**Special Educational Needs and Disabilities Contact:**

If you have concerns regarding Special Educational Needs and Disabilities at Bosham Primary School please contact:

Terri Rawlings,

SENDCo,

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**Aims and Objectives:**

At Bosham Primary School we believe in providing an education for all, which allows children of all abilities to achieve. We aim to achieve this through the following objectives;

* To identify pupils with Special Education Needs and Disabilities.
* To raise the aspirations of, and expectations for, all pupils with Special Educational Needs and Disabilities.
* To ensure that all pupils receive an education that enables them to achieve their full potential, both curricular and extra-curricular.
* To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
* To develop a collaborative working relationship with parents and other agencies to provide effective support for children with Special Educational Needs and Disabilities.
* To closely monitor and track progress of children with Special Education Needs and Disabilities using small step tracking to build a clear picture of progress for all.
* To enable pupils to have a voice in their learning and support.

**Special Educational Needs:**

The SEND Code of Practice 2015 sets out four broad areas of Special Educational Need that include a range of difficulties and conditions. It states that, “Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.”

These four broad areas of need are:

* Communication and Interaction (C&I); this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia/dyslexic tendencies, dyscalculia, dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum (ASD).
* Cognition and Learning (C&L); this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.
* Social, Emotional and Mental Health difficulties (SEMH); this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
* Physical and/or Sensory Needs (P&SN); this includes children with sensory, multisensory and physical difed3hyx5setficulties.

**Disabilities:**

The Equality Act 2010 states, “A person has a disability… if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her 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 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 Special Educational Needs, but there is a significant overlap between disabled children and young people and those with Special Educational Needs. Where a disabled child or young person requires special educational provision they will also be covered by the Special Educational Needs definition.

**Medical Conditions:**

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 considered to be disabled under the definition set out in the Equality Act 2010. Where this is the case governing bodies must comply with their duties under that Act. Some may also have Special Educational Needs and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision.

**Identification and Support:**

Bosham Primary School are committed to achieving the shared vision of West Sussex Special Educational Needs and Disability (SEND) and Inclusion Strategy 2019-2024 which states, “Children and young people should be supported and nurtured through an educational system that responds to their circumstances, learning needs and abilities in order to prepares them for adulthood.”

To achieve this we follow the three priorities:

Priority 1: Knowing our children, young people and families well, through an inclusive, person-centred approach.

Priority 2: Meeting the needs of children and young people through our local schools, educational settings and services.

Priority 3: Working together towards solutions, with collective responsibility.

**The Graduated Response to Special Educational Needs and Disabilities:**

The Code of Practice (2015) sets out a Graduated Response to the needs of pupils. This response is recognised as ‘additional to or different from’ the teachers classroom practice. A Special Educational Needs and Disabilities register is kept by the SENDCo, alongside Pupil Profiles, assessments, specialist reports and advice. This builds a clear picture of the journey of the education of each individual child with SEND.

This graduated response follows the following levels of support:

Universal Provision: At Bosham Primary School we have adopted and use West Sussex County Council’s Ordinarily Available Inclusive Practice (OAIP) to ensure whole-class inclusive and Quality First Teaching for every child in the classroom. This personalised teaching takes account of all children’s learning styles and needs and accommodates for them effectively. These documents are accessible online for all <https://schools.local-offer.org/send-toolkit/ordinarily-available-inclusive-practice/>

Targeted Support: Where teaching staff recognise that a child has barriers to learning which indicate a potential Special Education Need they respond to difficulties with Quality First Teaching. The teacher alerts the SENDCo and seeks guidance, whilst the pupil is added to the ‘School Monitoring’ list and a cycle of Assess, Plan, Do, Review takes place.

Specialist Support: Where the cycle of Quality First Teaching and targeted support is not enabling the child to close the attainment gap an Individual Learning Plan (ILP) is put in place and, with the agreement of the parents and carers, the child is placed on the SEND register. This is where outside agencies may be contacted for further guidance. ILP’s are reviewed termly in collaboration with the child, parents/carers and class teacher with guidance from the SENDCo.

Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health Care Plans (EHCP) an annual review meeting is required in addition to this, this involves the SENDCo, parents/carers, outside agency support and the child.

Where pupils make sustained progress the teacher, SENDCo, pupil and parents liaise together to discuss whether it is appropriate to remove the child from the SEND register. All records will continue to be kept until the pupil leaves the school, where the records will be passed on to the next setting. The child will continue to be assessed through the school’s monitoring and assessment procedures and if it is later felt that support is required support can be reinstated.

**Outlining Quality First Teaching:**

All children and young people have an entitlement to high quality teaching that is carefully planned and takes account of prior learning where:

* High achievement is explicit for all children / young people through high expectations and aspirations ensuring support and challenge for all;
* Quality First Teaching focuses on making learning purposeful, enjoyable and learner-centred;
* Everyone involved in teaching knows how to support learning.

Quality First Teaching promotes achievement by:

* Creating a safe happy environment for learning;
* Promoting independent learning;
* Having high expectations for all and sharing clear expectations;
* Engaging and motivating learners;
* Empowering learners to take responsibility for their own learning and progress;
* Developing resilience through supported risk taking.

**Assess, Plan, Do, Review:**

Assess

Where a child has been identified as requiring SEND support an analysis of the child’s needs will take place. This analysis will include the teacher’s assessments progress and attainment records, social and communication checklists, any observations noted at home from the parents and the child’s own views. When required, more specialist assessments may be carried out by specialist teachers or from health, social services or other agencies beyond the setting, this will be with the parents’ agreement. All outside professionals will liaise with the SENDCo to support the records and assessments within school.

Plan

Where it is decided to provide SEND support, and having formally notified the parents, the practitioner and the SENDCo should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by school staff with appropriate skills and knowledge. Teachers, support staff and parents will be made aware of their needs, SMART targets and the support required to achieve them, parents will be encouraged to reinforce the progress from home.

Do

The class teacher will remain responsible for overseeing the child’s learning on a daily basis, this includes instances where the implementation of interventions or programmes agreed are away from the classroom, for example one-to-one teaching or small group interventions. The SENDCo will continue to support the class teacher in assessing the child’s progress and advising on the continuing effective implementation of support.

Review

The effectiveness of the support and its impact on the child’s progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated collaboratively by the SENDCo, the teacher, the child’s parents and taking into account the child’s views. They should, together, agree any changes to the outcomes and support for the child in light of the child’s progress and development.

Where a child has an Education and Health Care Plan, the local authority must review that plan as a minimum every twelve months.

**Roles and Responsibilities:**

SEND provision is a shared responsibility within our school. The Governing Body in consultation with the Head Teacher, has the legal responsibility in determining the policy and provision for pupils with Special Education Needs and Disabilities. At Bosham Primary we have a key SEND Governor, Chris Day, who takes a particular interest in this aspect of school, although the Governing Body as a whole continue to maintain an overview of the provision for children with SEND.

The Governing Body Are Responsible For:

* Pupils with SEND are effectively identified and supported by staff.
* The school complies with the Code of Practice for Special Educational Needs (2015)
* Parents are fully informed with regards to the needs and provision for their child.
* Pupils with SEND take part in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs

The Head Teacher is responsible for:

* The management of all aspects of school life, including provision for pupils with Special Educational Needs and Disabilities.
* Keeping the governing body informed regarding SEND.
* Working closely with the SENDCo to ensure effective support and provision.
* The deployment of staff to support SEND pupils.
* Monitoring and reporting to the Governing Body regarding the implementation and effects of the schools’ SEND policy on the school as a whole.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is responsible for:

* Overseeing the day to day operation of the school’s SEND policy.
* Co-ordinating the provision for pupils with Special Educational Needs and Disabilities.
* Ensuring that an agreed, consistent approach is adopted and carried out by all teaching and support staff in school.
* Liaising with and guiding teaching and support staff.
* Helping teachers to identify pupils with Special Educational Needs and Disabilities.
* Supporting teachers in administering assessments for specific learning needs.
* Working collaboratively with teachers, parents and pupils to create Pupil Passports and Individual Learning Plans (ILPs), ensuring that all are aware of the strategies in place.
* Advising on appropriate resources and materials for use with pupils with Special Educational Needs and Disabilities.
* Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents.
* Maintaining the school’s SEND register and records.
* Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information.
* Contributing to the training of teaching and support staff.
* Liaising with the SENDCos in receiving schools and/or other primary schools provide a smooth transition for pupils with SEND.

Class Teachers Are Responsible For:

* Providing Quality First Teaching for all pupils.
* Assessing pupil’s needs and planning reasonable adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil).
* Regularly reviewing the impact of such adjustments, interventions and support.
* Ensuring their classroom is inclusive with an appropriately differentiated curriculum.
* Maintaining responsibility for all pupils in the classroom, overseeing all interventions and support.
* Following the school’s SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
* Directly liaising with parents of children with SEND.

Support Staff should:

* Be fully aware of the school’s SEND policy and how to implement it.
* Use the school’s procedure for providing feedback to teachers about pupils’ progress.
* Meet with the SENDCo to discuss strengths in supporting SEND pupils and desires for further professional development.

**West Sussex Inclusive Education:**

Bosham Primary School fully support and uphold the drive for inclusive education. In West Sussex, inclusive education is:

* Championing all children and young people. To help them achieve, thrive and fulfil their potential. This is regardless of their background, identity, ability or circumstance.
* Actively removing barriers to children and young people’s participation. To ensure a high-quality and meaningful learning experience. That creates a sense of belonging for all children and young people that will prepare them for their next stage in life or adulthood.
* Working together to promote high levels of equity, equality of access, opportunity and excellence. Whilst recognising and celebrating diversity.
* Working in co-production with children and young people and their parent carers. To make sure they can take part in decision making.
* Responding to individual need and valuing the contribution of all.
* Everyone’s responsibility.

These are human rights. Everyone regardless of ability, disability, background, parental income or ethnicity has these. Inclusion promotes diversity, tolerance, respect and individuality. It also helps to end underachievement, discrimination and social exclusion from society.

**Supporting Pupils and Families:**

The knowledge and experience parents have of their child’s needs is invaluable, therefore it is essential that parents and school staff work in partnership to meet the child’s needs.

Parents of children on the SEND register will be invited into meet with the Class Teacher and SENDCo once a term and review the progress and provision for the child.

Parents of children with Education and Health Care Plans (EHCP) will similarly receive the termly review. They will also be invited to participate in the Annual Review for the EHCP.

Alongside the support available in school The West Sussex SEND Information, Advice and Support Service provides impartial information, advice and support to parents and carers of children who have special educational needs and/or disabilities.

Phone: 03302 228 555

Email: [send.ias@westsussex.gov.uk](mailto:send.ias@westsussex.gov.uk)

**Storing of SEND Information:**

The SEND register and all supporting documentation is filed in a lockable filing cabinet. All SEND records are passed on to the pupil’s next setting upon leaving our school.

**Accessibility**:

Every school must have a school accessibility plan, which shows how they plan to improve accessibility for special educational needs pupils - and when these improvements will be made. You can find our Accessibility Plan on our website: [www.boshamprimary.co.uk](http://www.boshamprimary.co.uk) - About Us – Policies.

**Complaints**

The school has a complaints procedure which applies to complaints about SEND provision. You can find our Complaints Procedure on our website: [www.boshamprimary.co.uk](http://www.boshamprimary.co.uk) – About Us – Policies.

**Supporting Documents:**

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

* Equality Act 2010
* SEND Code of Practice 0 – 25
* Schools SEN Information Report Regulations (2014)
* Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
* Safeguarding Policy
* Accessibility Plan
* Keeping Children Safe in Education – September 2021
* Mental health and behaviour in schools- November 2018
* West Sussex Ordinarily Available Inclusive Practice
* West Sussex Inclusion Framework

This policy will be reviewed by the Governing Body, Head Teacher and SENDCo yearly.