



Queen Berengaria School

Children are at the heart of all we do

Special Educational Needs and Disability (Send) Policy

Approved by:

DCS

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1. Introduction

At Queen Berengaria School, we are determined to meet the educational needs of all our pupils by working inclusively. We strongly believe that every teacher is a teacher of every pupil within our school, including those with SEND (Special Educational Needs and Disability).

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her”. This provision is “additional to and different from that made generally for other children or young people of the same age.” (Code of Practice p.4)

This reviewed policy takes into account the new Statutory Guidance and Code of Practice 2014 as well as specific guidance from MOD Schools (Partner Support), relating to our particular circumstances in supporting the education and well-being of our pupils.

Queen Berengaria School is a large, well-resourced primary school meeting the needs of a diverse range of pupils: the majority of whom are service children. This means that many pupils experience frequent moves and may be with us for only one or two years. This makes it especially important that pupils' individual needs are identified and met as soon as possible.

We are fully committed to provide learning that is inclusive, and seek to promote a sense of community and belonging for all pupils. We positively endorse the principle that an educationally inclusive school is one in which the personal development and growth of every young person matters.

This SEND policy details how Queen Berengaria School will do its best to ensure that the necessary provision is made for all pupils to achieve.

2. Aims and Objectives for SEND pupils

At Queen Berengaria School, all staff are committed to meeting the aims for our SEND pupils:

- We aim to raise the aspirations of, and expectations for all pupils, and particularly for those with SEND
- We aim to work collaboratively with all partners (e.g. parents, carers, pupils, teachers and outside agencies including medical, health visitors and educational support partners) to achieve the best outcomes for our pupils
- We aim for all children to have access to a broad, balanced curriculum and to participate in all experiences and activities provided by the school
- We aim to identify and celebrate the strengths of all pupils and use sensitive support where appropriate to aid inclusion
- We aim to raise the self-esteem of all pupils, especially those who come to us with negative feelings about themselves and their abilities

At Queen Berengaria School, all staff are committed to meeting the objectives for our SEND pupils:

- to identify and support pupils requiring SEND provision as early as possible on entry to our school
- to provide a differentiated curriculum appropriate to the individual
- to involve parents/carers and pupils in decision making, and to keep parents/carers fully informed of their child's progress and attainment
- to involve children as much as possible in evaluating their own progress; setting objectives, and making decisions about their future SEND provision
- to provide support and advice for all staff working with pupils who have special educational needs and disabilities
- to ensure all pupils are able to develop their individual learning strengths and preferences (visual, auditory, kinaesthetic) within an enriched learning environment
- to enable teachers to work in partnership with parents and carers to achieve the best outcomes for all pupils
- to work within the guidance of the SEND (Special Educational Needs and Disability) Code of Practice 2014, taking into account the guidance provided by MOD Schools

3. Identifying Special Educational Needs Support

There are four broad categories of need described in the 2014 Code of Practice:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

Whilst these four categories broadly identify the primary areas of need, we acknowledge the importance of taking a holistic approach to identifying children's individual educational needs. It needs to be considered that there are other factors which may impact on a child's progress including: disability; attendance and punctuality; health and welfare; English as an Additional Language; being a looked-after child as well as the implications of our schools' population consisting principally of service children.

4. A Graduated Approach to SEND Support

The Assess-Plan-Do review cycle is essential to the process of SEND support at all stages of the graduated response. High quality teaching, differentiated for individual pupils is the first step in providing for all pupils, including those who may have SEND. The leadership team monitors the quality of teaching and learning for all pupils on a regular basis with a focus on the principles of an Inclusive Education.

All children are entitled to receive high quality, inclusive teaching. All teachers are teachers of children with SEN. Teachers should involve all children within their lessons. The graduated approach means that children's educational provision sits on a continuum between whole class Quality First Teaching (QFT), referred to as 'Universal' support, at one end and highly personalised support/provision, referred to as 'Specialist' support, at the other.



Universal Support, which includes QFT and differentiation, will meet the individual needs of the majority of children. Where, following a review of provision, it is felt that further intervention is required then targeted support may be considered.

Step 1

Where the class teacher has emerging concerns about the progress of a pupil, these should be discussed with the parents so that their views can be sought, contributory factors identified and an initial intervention plan agreed. The documentation used for this is the Individual Learning Plan of SEND (ILP). The teacher and parent should agree a date when they will meet to review the success of the agreed intervention (the timescale of this should not exceed one term).

Following a period of intervention, the class teacher should meet again with the parents and the pupil to review the outcomes in light of the hopes and objectives. In many instances the interventions which have been put in place will help the pupil to make sufficient progress and there will be no need to move further through the process. However, if there has not been enough progress, the next stage will be the involvement of the SENDCo (Special Educational Needs Coordinator) at the review meeting.

Step 2

The SENDCo will be able to support the process of the Intervention Cycle in a variety of ways including:

- reviewing the interventions to date and supporting in the identification of next steps
- carrying out further observations or assessments which will inform further planning
- advising about suitable additional intervention programmes

- providing guidance about the deployment of additional support e.g. LSA (Learning Support Assistant) or ELSA (Emotional Literacy Support Assistant)

The class teacher, parent/carer, pupil, SENDCo, LSA and other staff members will all carry out their parts of the agreed intervention plan and come together to review the outcome at the agreed date.

At the review there are three possible outcomes:

1. There has been sufficient progress so that involvement of the SENDCo is no longer required and an agreement that the pupil's needs can be met by the class teacher.
2. It may be that current interventions need to continue or be adapted and a further review date agreed.
3. If the teacher, pupil, parents/carers and SENDCo remain concerned about a pupil's progress following one or more of the above cycles it may be appropriate to consult our educational support partners about the pupil. This next step should be discussed with the parents/carers and their consent for this gained.

Step 3

The SENDCo should complete the Partner Support (Educational Psychologist, Inclusion Support Teacher, Educational Social Worker) Request for Involvement Form with the parent and the relevant consent forms which are added to the previous ILP forms.

Members of our Partner Support will provide support to the Intervention Cycle Process as appropriate. Partner Support provide training or guidance for staff on appropriate interventions and in some cases this may involve working with the child directly.

The SEND Intervention Cycle should be followed using the additional advice and expertise from our Partner Support and the impact of this will be assessed at a review meeting with the SENDCo, parents and Partner Support (where and when appropriate).

At the review there are three possible outcomes:

- There has been sufficient progress so that involvement of Partner Support are no longer required and an agreement that the pupil's needs can be met using in-school expertise.
- It may be that the current interventions need to continue or be adapted and a further review date agreed.
- If the teacher, pupil, parents/carers, SENDCo and Partner Support remain concerned about a pupil's progress following one or more of the above cycles it may be felt useful to involve other professional e.g. paediatrician or Child and Adolescent Mental Health Services (CAMHS). It may be felt that the pupil's needs are long term and likely to require a continuing high level of additional support in school or possibly special educational provision.

The SENDCo may initiate a SCAN. A very small number of children in MOD Schools have long term/complex special educational needs and are likely to require a high level of support or special educational provision. These children may require an integrated assessment, similar to that carried out in the UK and referred to as an EHCP. In MOD Schools this is referred to as a SCAN (Service Children's Assessment of Need).

5. Managing pupils' needs on the SEND Support List

There is one single category of support which is known as SEND Support. Pupils and parents/carers are fully involved at every stage of the Graduated Response (as described above).

At Step 2 of the Graduated Response the decision is made to place the name of the pupil on a SEND support list so that it is clear that the provision for these pupils is "additional to or different from" that made generally for other children or young people of the same age in a similar setting.

If at any stage the involvement of the SENDCo is no longer required and this is agreed in the review meeting, the pupil's name is then removed from the list.

Provision is recorded on a provision map, which is reviewed at least half-termly. The effectiveness of provision is regularly reviewed both in terms of outcomes for individual pupils and groups. The Graduated Response described in the previous section is run alongside the school's standard assessment and tracking. Pupils' individual outcomes and targets are discussed in the meetings (as described above) and recorded on the relevant Individual Support Plan (ISP) forms. This paperwork is used in addition to a pupil passport (a summary of SEND support) which the pupil creates with the class teacher, parents and SENDCo. This passport describes any additional information which will enhance the learning and well-being of the child.

The level of provision is decided primarily according to pupil need. This is determined by teacher assessment and discussed in the pupil progress meetings with the SENDCo and the SLT - but bearing in mind what is possible in terms of resource availability.

6. Admissions Procedures for children with SEND

Queen Berengaria School and the agencies working with young people make every effort to ensure that support and assistance for pupils and parents/carers is transparent and sensitively handled. Equally, it is encouraged that all partners work together in the identification and other processes relating to SEND. This offers the best opportunity for accurate and early identification to allow a timely and appropriate intervention. It is our commitment to ensuring that all voices are listened to throughout the process. Please refer to the Admissions Statement on the school website for more details.

7. Training and Resources

Training needs for staff are discussed in staff meetings and Performance Management meetings and are identified through school development planning /observations etc. Training is provided both in-house and externally through MOD Schools. Our Partner Support services provide training and support to the SENDCo. Teachers and LSA staff also access courses which are centrally run with visiting trainers.

8. Roles and Responsibilities

The Headteacher has overall responsibility for management of the policy, line management of the SENDCo, for assessment and provision for pupils with special educational needs and for keeping the School Governing Committee (SGC) informed as appropriate.

The SENDCo is responsible for overseeing the day-to-day operation of this policy and co-ordinating provision. A key feature of the SENDCo's role is to liaise with: parents of pupils with SEND; a range of external agencies and other schools; and with potential next providers of

education to facilitate a smooth transition. The SENDCo is also responsible for Child Protection/Safeguarding, with the Head Teacher.

Teachers are responsible for the progress of all pupils in their care including those with SEND and for implementing the first steps of the Graduated Response.

The SEND/Inclusion Governor monitors the implementation of the policy and has an overview of the provision offered by the school. This will include contributing to the review of the SEND policy; discussions with key staff, parents, carers and pupils; observations of provision and feedback to pupils, parents and staff.

Parents are responsible for working in partnership with the school to help meet their child's needs.

Queen Berengaria School has a policy of active engagement with parents and carers to ensure that they are aware of the pivotal role they also have in relation to meeting their child's needs.

9. Equal Opportunities

All practitioners at Queen Berengaria School have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered throughout the school. All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have opportunities to experience a challenging and enjoyable programme of learning and development within Queen Berengaria School.

10. Storing and Managing Data

All sensitive pupil data is kept in individual pupil files in a locked cabinet to which the SENDCo and Headteacher have access. The locked cabinet is also situated within a locked room. These are passed on to the new schools (via the parents/carers) when children leave Queen Berengaria School. Personal/sensitive computer data is encrypted or stored within secure data systems on the school's MOD Schools drive.

All data kept on pupils is discussed with parents/carers and available to them.

11. Managing Complaints

Any complaints about general or specific provision will be referred to the SENDCo in the first instance. If the issue remains unresolved, the complaint is referred to the Headteacher.

12. Links to Other Policies

This policy should be read in conjunction with other school policies, particularly:

- Marking and Feedback Policy
- Teaching and Learning Policy
- Curriculum Policy
- Admissions Policy

13. Reviewing the Policy

The SEND policy will be reviewed annually, taking into account feedback and comments from pupils, parents/carers, staff, SGC and outside agencies. Pupils' comments are obtained through

Pupil Voice in meetings and questionnaires; parents views are gathered in the same way. The policy itself is contributed to in staff meetings, and ratified by the SGC at a time when as many members as possible of the governing body can attend.