

Bevendean Primary School: How we implement our policy for children with special educational needs and disability

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What kinds of SEN do we provide for?

We are proud to be an inclusive school and can cater for a wide range of special educational needs and disabilities (SEND). These currently include:

- ◆ Specific learning difficulty, including dyslexia
- ◆ Physical disability
- ◆ Visual impairment
- ◆ Speech, language and communication
- ◆ Hearing impairment
- ◆ Moderate learning difficulty
- ◆ Autistic Spectrum Disorder
- ◆ Social, emotional and mental health

We also host the Local Authority facility for deaf and hearing impaired children (the Launch Pad) who have additional learning needs.

We aim to ensure our provision supports the inclusion of all children while recognising that some children with specific and complex issues as recorded in their Education, Health and Care plans (EHCP) would receive an education better suited to their needs in another/ special school. This decision would only be made in consultation with parents and professionals working with the child at annual reviews.

How do we identify children with SEN and assess their needs?

We aim to get to know your children as soon as possible making sure we understand and meet their needs without labelling them unnecessarily.

All children are regularly assessed by the teacher and other staff (mostly informally by looking at the work they are doing and by watching how they contribute in class or in the playground) against standardised measures for their age group. Where there are concerns or questions about a child we may run additional screening assessments to help us understand issues further. This enables us to identify at a very early stage if a child is falling behind and to look at why this might be.

Some children with SEN have already been identified by Presens (the pre school special needs service) or previous agencies, settings or schools and we work with these organisations to continue to plan for the child's individual needs from the moment they join our school.

Deaf and hearing impaired children will have been working with the Sensory Needs Service often from birth and we liaise closely with them to provide a seamless transition into school.

Parents can also raise concerns with us if they are worried about their child's development, behaviour or learning.

Where children do not have any identified SEN but are showing that they may have additional needs we work with a range of specialists and professionals (Literacy Support Service, Speech and Language Service, Behaviour Support Team, Educational Psychologist, Child and Adolescent Mental Health Service (CaMHs), Hillside outreach service and staff at Seaside View) to assess them.

What happens if your child is assessed as having special educational needs

When a child has been identified as having a special educational need they will be included on our SEN register. They are currently registered as school action (SA) school action plus (SA+) or statement. During the current year they will all be moved to one category of additional needs in line with new SEND legislation. This ensures that the exact nature of their need is recognised and plans put into place to meet this need. These plans are recorded on a provision map in which you will be involved. This provision map will identify exactly who will be working with your child and the type of work they will be doing which may include intervention groups to help them develop their literacy, numeracy, speech & language, motor skills, social skills, behaviour and confidence in a smaller group setting. This support is flexible to enable us to respond to emerging need.

Children who are based in the Launch Pad will have a statement of SEN which identifies the teaching programme for the individual child. Based on assessment of their individual learning needs they are either closely supported in their mainstream class and/or they are taught in the Launch Pad, with specialist teaching staff, in small groups.

Some other children who have severe or complex difficulties may have statements or EHCPs. These are agreed by a multi-agency team, parents or carers and the child (where appropriate) and reviewed at least every year at the annual review (AR).

The needs of some children may mean that they need individual support. This is very rare and, where it is needed, we plan to ensure children do not become dependent and have quality input from the teacher. When a child is receiving most of their support in a 1-1 situation with a trained TA it may be that an alternative provision would be more appropriate.

If your child is on our SEN register you will be involved in reviews of their provision map twice a year. These reviews take place with the class teacher and/ or the Senco and any other relevant staff. As with all parents you are welcome to come in a speak to the class teacher or the Senco at any time.

Parents of children with most children dyslexic difficulties will meet with the specialist teachers. Other professional working with your child will either invite you in to meet them or keep in contact by phone.

Involving children in decisions about their education

All children are involved in an ongoing review of their learning and progress and we encourage all to take responsibility for their own learning. When children have been involved in an intervention we share assessment information with them to help them understand the progress they have made. Where appropriate children are involved Annual Reviews of their progress.

Our approach to teaching

Our school curriculum is based around developing children's language and learning through exciting and motivating experiences. It is accessible to all, is very active and encourages collaboration and independence. We aim to support all children in their classes alongside their peers thus ensuring learning skills are transferable and they do not feel different or marginalised. There are some times when children are withdrawn from class, either to meet the aims of their individual programme or provision map or because the classroom environment is not conducive to learning for some aspects of the curriculum. Where children are working outside the classroom we ensure that the learning links to and supports the learning in class. We really try not to 'velcro' staff to children so that we help them develop their ability to learn and behave by themselves.

In order to meet the needs of all children we make modifications either in the classroom or by organising things differently. These include for example:

- ◆ Sound field systems and radio mikes to support the deaf children. These also provide a better listening environment for all children and especially those with speech and language difficulties
- ◆ Changes to furniture, classroom layout or classroom allocations to enable children using wheelchairs or walking frames free, independent access
- ◆ Providing physical aids where necessary eg writing wedges, specialist pens, tablets, foot blocks
- ◆ Adapting things so children can access learning in the classroom – toolkits, individual support from INA, teacher or TA, scaffolding or adapting the work the child is completing
- ◆ Flexible timetabling for children with behaviour issues
- ◆ Small group support for children behind where they should be for their age and starting points or where they have gaps in their learning

The literacy and numeracy work of the children in the LP is individually tailored to their specific needs. Wider curriculum work is linked to the topics in the mainstream classroom as far as possible and we ensure that pre teaching takes place to ensure the children can access the mainstream teaching.

Our school is distinctive in that, in aiming to maintain the self-esteem of all children but especially those with SEN, we do not ability group but make sure we meet individual need in mixed ability groups within the class while being aware of their individual needs. We are really pleased that by the end of KS2 progress is good for all groups of children including those with SEN and disabilities.

Staff training

All staff receive training appropriate to their role or to the children they have in their class. As we have the Launch Pad at our school all staff receive training in meeting the needs of these children. We currently have occupational physiotherapists, specialist teachers from the Language & Literacy Support Service, BILT (Behaviour & Inclusive Learning Team), an educational psychologist, a speech & language therapist, school counsellor & school nurse working in partnership with us who can provide expert support and input where needed.

In the Launch Pad the two teachers who work there are trained teachers of the deaf. We have 6 members of staff who are trained to L1 in British Sign Language and who are working towards L2.

There are 5 more now working towards L1. There is a speech and Language therapist specialising in speech therapy with deaf children, and she visits twice week.

In the last year staff have received training in:

- ✦ Dyslexia friendly classrooms
- ✦ Autistic spectrum disorder
- ✦ Clicker
- ✦ Physical management
- ✦ A range of speech and language interventions
- ✦ Charge syndrome

How effective are we?

We regularly evaluate the effectiveness of our policy for children with SEND looking at a range of information that we have in school. Our provision is highly effective as seen in the following data:

Welfare

- ✦ Children feel safe at school and this includes children with SEN and disabilities. This is shown by the fact that 94% say they feel safe at school which is the highest in the LA.
- ✦ Our school survey showed that the range of children including those with SEND have a positive attitude to their learning, recognise the importance of good behaviour and are aware of the impact a good schooling can have on their future
- ✦ An analysis of our bullying data shows that SEND pupils are not at risk of bullying

Learning

- ✦ Children with SEND make good progress throughout the school
- ✦ By the end of KS2 children with SEND do much better than the same group nationally and the gap is smaller between them and other children.

We have a much more detailed report available in school. Please contact us if you would like to go through it with our Senco.

Our senior learning mentor has a specific role for leading on our anti bullying work. Our records show that no child with SEND has reported bullying but are also aware that these children may find it harder to recognise bullying or to have the language to talk about it. One of our teaching staff received training in this in October and this will be our focus in anti-bullying week.

Can SEND children attend after school clubs, trips and residentials?

Unless there are specific health and safety risks (which is extremely rare) we make sure our staffing, organisation and provision enable all children attend extra-curricular activities.

Transition

We take our responsibilities really seriously at transition points as we want to make sure the children manage the demands of secondary school well. Where a child has a statement or an EHCP an additional annual review takes place in the October/ November before he or she transfers. This helps parents choose the right school for their child and ensures that the transition process is carefully planned.

For other children with SEND our Senco and the Senco of the receiving school meet to ensure relevant information is shared and appropriate plans made.

Our senior learning mentor always visits with vulnerable children and liaises closely with the mentor team at the receiving school.

The schools local offer can be found by following the links on the Brighton and Hove Council website

Accessibility strategy

In line with the requirements of the Equality Act the school has an accessibility strategy which helps us to meet our duty to:

- ◆ Eliminate discrimination and other conduct that is prohibited by the Act
- ◆ Advance equality of opportunity between people who share a protected characteristic and those who do not share it
- ◆ Foster good relations across all characteristics

Our accessibility plan includes our actions to:

- ◆ Increase the extent to which disabled pupils can participate in the curriculum
- ◆ Improve the physical environment to help ensure disabled pupils can take advantage of the education and facilities at the school
- ◆ Improve the delivery of information to disabled pupils

Our current plan focuses on:

- ◆ The continued improvement of the acoustic environment for our deaf children and to benefit all children in the class
- ◆ Developing curriculum delivery for our deaf children when in their mainstream classes
- ◆ Developing the accessibility of the physical space year group by year group
- ◆ Ensuring the curriculum meets the needs of individual children with SEND without compromising independence

Complaints

If you have any complaints about your child's SEN provision you should contact the school in the first instant. This is usually effective at resolving any concerns. If you are still not happy you can complain formally to the school governors and the information on how to do this is on the school website or via the office.