



This policy was adopted in **January 2019**

This Policy is due for review in **January 2020**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following documents:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018
- DfE 'Special educational needs and disability code of practice: 0 to 25 years' 2015
- DfE 'Supporting pupils at school with medical conditions' 2017
- DfE 'Keeping children safe in education' 2018
- DfE 'Working together to safeguard children' 2018
- DfE 'Mental health and wellbeing provision in schools' 2018
- DfE 'School admissions code' 2015
- Safeguarding policy
- Statutory Guidance on Supporting children with medical conditions (4/2014)
- Accessibility plan

- Anti-Bullying Policy

It has been agreed and developed with all staff and the governing body.

The Special Educational Needs Co-ordinator (SENCO) is : Mary Crowley who is also a member of the senior leadership team.

SEND Governor is: Juliet McCaffery.

Details of our local offer can be found on the link below :

<http://www.brighton-hove.gov.uk/content/children-and-education/brighton-hove-local-offer/bevendean-primary-school>

Details of our SEND report can be found on the school's website: <http://bevendean.eschools.co.uk/>

Bevendean Primary School's Beliefs and Values around Special Educational Needs and Disabilities

All pupils have an entitlement to an inclusive and broad and balanced curriculum. We believe that every teacher is a teacher of every child including those with Special Educational Needs and Disabilities. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this. All pupils have individual needs and we recognise that some pupils may require more support than others. Therefore it is our responsibility to recognise and plan accordingly so that every child can reach their full potential.

Definition of Special Educational Needs

A child has special educational needs if they have specific needs which require special educational provision to be made for them. For example:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools.

These needs can be categorised in four broad areas of need that may create barriers to learning:

Communication and Need

- Children and young people with speech, language and communication needs (SLCN).
- Children and young people with Autistic Spectrum Condition, including Asperger's Syndrome and Autism.

Cognition and Learning

- Children who may have learning difficulties, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). which result in them learning at a slower pace than their peers, even with appropriate differentiation.
- Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia

Social, emotional and mental health difficulties

- Children whom may present themselves as being withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behavior. These behaviours may reflect mental health difficulties.

Sensory and/or physical needs

- Sensory or physical needs may refer to children with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI), physical disability (PD).

A child has a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability, which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools .

We recognise that there is a wide spectrum of special educational needs and that they are sometimes inter-related.

Special educational needs can range from those that require short-term intervention to those that continue throughout a pupil's education

Aims and Objectives of Provision at Bevendean School

- To meet the needs of pupils through a whole school response.
- To identify the needs of pupils as early as possible.
- To aim for special educational needs to be reduced or eliminated through the provision of additional support or adapted approaches to learning.

- To provide additional support in proportion to pupils' needs
- To ensure pupils' right of access to a broad, balanced and relevant curriculum, including the National Curriculum.
- To be responsive to the needs of individuals with flexible, effective and cost-effective practices, encouraging and building upon existing good practice.
- To actively promote the full involvement of pupils with Special Educational Needs and Disabilities and their parents.
- To work together with other statutory and voluntary organisations, with the aim of making the best use of collective resources.
- To ensure this educational provision will be continuously monitored and regularly evaluated against these principles.
- To make reasonable adjustments to ensure that pupils with Special Educational Needs or disability have the same access to the activities of the school including extra-curricular activities as other pupils.
- Designate a Special Educational needs Co-ordinator to be responsible for co-ordinating Special Educational Needs and Disabilities provision.
- To provide support and advice for all staff working with Special Educational Needs and Disabilities pupils.

Identifying SEND

At Bevendean Primary School we follow a graduated response that encompasses strategies to support children who have special educational needs.

The school maintains a record of all pupils who have special educational needs, and this is regularly reviewed.

Information is gathered from a range of sources in order to identify pupils.

Early Identification

The needs of pupils are evaluated through a range of indicators:

- The pupil's performance as monitored by the class teacher through ongoing observation, assessment and target setting.
- Concerns by parents/child and outside agencies and take account of any information that they provide.
- The outcomes from baseline assessments and a programme of home visiting in the Foundation Stage.

- Performance against the level descriptions within the National Curriculum especially in reading, writing and maths and monitoring of the school's tracking system.
- Screening or assessment tools: Derbyshire & Renfrew language assessments (Nursery), School Start language programme (Reception), Y1 phonics screening, Salford reading test, Spar spelling test (KS2), Talk Boost (KS1) and tests in accordance to the LA's guidance on Dyslexia .
- Concerns which have arisen about behaviour or emotional development from parents, teachers, learning / inclusion workers or from monitoring statistics.

Persistent disruptive or withdrawn behaviour do not necessarily mean that a pupil has Special Educational Needs. If there are concerns, assessments should be made to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties. If it is thought that factors such as housing, family or other domestic circumstances are affecting a pupil's behaviour then a multi-agency approach, such as an 'Early Help Assessment' and Team Around the Family meeting approach may be appropriate.

Whilst early identification is a priority at school, needs may be identified at a later stage using the strategies above.

It is important to note what is **not special educational needs** but may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all schools under current Disability Equality legislation-these alone do not constitute SEN – see Appendix 2)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A Graduated approach to Special Educational Needs and Disabilities Support

All children have differing needs, whether or not they are placed on the school's record of special educational needs. There is an expectation that teachers, through their planning and delivery, will differentiate for the majority of individual needs in the classroom, and retain lead responsibility for the differentiation for pupils identified as having Special Educational Needs and Disabilities.

When a pupil is not progressing satisfactorily class teachers consult with the Inclusion Manager. There are regular meetings to discuss the children with special educational needs and their progress.

Strategies and interventions within the class will be reviewed to determine whether the pupil requires help over and above the quality first teaching and differentiation normally available in the class.

Special Educational Needs and disabilities Support at Bevendean

Where a pupil is identified as having special educational needs and disabilities he/she is registered at SEN support (K) on the special educational needs register. This support should take a four –part cycle. This is known as the ‘graduated approach’. The four parts to the cycle are: Assess, Plan, Do, Review.

Provision Mapping

Every pupil on the Special Educational Needs register will have a provision map. This is a document that gives an overview of the individual interventions and additional in class support that has been allocated to each pupil. It will document the provision to be put in place , who is carrying it out and record progress. There may also be intervention record sheets attached which describe the interventions in more detail. Provision maps will be used in the review part of the graduated approach to support the continuation or change of any Special Educational Needs support being given.

All students who are identified as having special educational needs will have a regular meeting between the school and parents/carers to review the plans. There may be occasions when they will be reviewed more frequently if required.

Involving specialists

Where a pupil continues to make less than expected progress due to special educational needs and disabilities, despite the use of evidence based approaches and well matched interventions, we will consider the use of specialist staff, either through the Local Authority or other outside agencies. At any point where a specialist is involved, parents/carers will be fully involved in the process. A full list of outside agencies we use can be found in our local offer – Appendices p18

Education, Health and Care plans

If a pupil fails to make adequate progress despite the provision and has demonstrated a significant cause for concern, the school and/or a parent/carer may decide to request that the Local Authority undertakes a statutory assessment. This may lead to the pupil being provided with an Education, Health and Care plan. The term ‘EHCP’ has replaced the term ‘Statement’.

When the Education, Health and Care Plan has been issued, it will outline the specific needs of the pupil and any additional support required to address these needs in order to have the optimum access to the curriculum.

Each pupil with an Education, Health and Care Plan will have an Individual Education Plan, which breaks down the long term goals into short term targets and contains details about teaching strategies, provision, who is carrying it out and the outcomes.

The Inclusion Manager is responsible for ensuring the right support is provided to pupils with statutory provision encapsulated through an Education, Health and Care Plan. The Inclusion Manager allocates the specified amount of support and reviews its impact. The process of target setting, monitoring and reviewing remains the same and staff, including mainstream colleagues and Teaching Assistants are fully involved.

An annual review is also held for parents, professionals and the child if appropriate, to discuss the Education, Health and Care Plan and ensure it remains relevant.

Criteria for exiting the Special Educational Needs and Disabilities register

It is our aim that we are successful in helping pupils make expected progress.

A removal from the special educational needs and disabilities register would be a great success; it could indicate that progress has been made to lift them outside of a definition of a specific special need.

If we feel that a child has reached important milestones that evidence progress, parents/carers will be informed that the child no longer needs to be on the special educational needs and disabilities register. It is important to refer back to the original definition of special educational needs and disabilities below:

"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. A child or young person has a learning difficulty or disability if he or she:-

- *Has 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 the facilities generally provided for others of the same age in mainstream schools (Code of practice 2014, p4)*

If the above is felt to no longer apply- *even if a young person has a diagnosis of a need-* then they should exit the SEND register. An example of this would be a child who has a diagnosis of Dyslexia but who now reads and spells at a level which is average for her age group. Whilst the child will still have the diagnosis, they cannot any longer be said to have 'significantly greater difficulty' than

others of the same age. Nor could they be said to be 'hindered from making use of the facilities generally provided for others'.

Supporting Pupils and Families

Admissions

Children with Special Educational Needs and Disabilities are admitted to Bevendean School without prejudice. We are an inclusive school and make every effort to offer equal opportunities to all pupils in our care regardless of race, religion, gender or ability. Pupils with disabilities will be admitted wherever possible and every case will be carefully considered depending on the individual needs of the pupil concerned and the wishes of the parent.

In order to best plan to meet the needs of pupils, we welcome information from parents or carers about a child's specific needs.

The request from the Local Authority for us to admit a child with an Education, Health and Care Plan will be reviewed by the governing body.

The Local Authority has overall responsibility for school admissions, and all applications should be made through them. However, we welcome visits from any parents thinking about applying for their child.

Involving Parents

Bevendean will endeavour to ensure that all parents/carers are fully informed of their child's special educational needs.

Partnership with parents plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling children and young people with SEND to achieve their potential.

Parents hold key information and have a critical role to play in their children's education. They have knowledge and experience to contribute to the shared view of a child's needs. We actively seek to work with parents and value the contribution they make. All parents of children with SEND are treated as partners. We will ensure parents are:

- informed by the school of their child's placement within the SEND framework.
- have the opportunity to make their views known about how their child is educated.
- have access to information, advice and support during assessment and any related decision making processes about special educational provision.

To help in this support the Local Authority recommends the local parent partnership service AMAZE. Contact details can be obtained from the Inclusion Manager or via their website: amazebrighton.org.uk/

Parents also have a responsibility to communicate effectively with professionals to support their children's education. In working with schools we expect parents to:

- communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision.
- recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education.

This is usually done through:

- parent consultations (informal or formal)
- Annual EHCP Reviews

However they need to be aware that :

- the allocation of resources need to be balanced in relation to the need of the individual and the wider school population
- the greater the need, the greater the resources. This is in line with the LA recommendations.

Link with other agencies

The school has positive links with many outside agencies which support the learning and development of the children in our care, including:

Speech and Language Therapy Service (SALT)

Educational Psychologist (EP)

Occupational Therapist (OT) and Physiotherapist

School Nurse

Audiologist

Department of Social Care and Health

Brighton and Hove Inclusion Support Service – Social, Emotional and Mental Health Team

Supporting English as an Additional Language (EMAS)

CAMHS

Sensory Needs Service

The Child Development Centre – Seaside View

Brighton and Hove Inclusion Support Service – Early Years Team

Brighton and Hove Inclusion Support Service - Autistic Spectrum Condition Support Service

Brighton and Hove Wellbeing Service

Links with other schools, including special schools and arrangements for transition to other schools.

The school's Inclusion Manager, is a member of a local 'cluster' group of Special Educational Needs Co-ordinators who meet termly to discuss aspects of special educational needs. Often guest speakers are invited to help with these discussions.

Some children with particular needs, usually moderate or severe difficulties with cognition and learning, may benefit from outreach support which will be negotiated with an appropriate special school.

At transition stages consultations are held between our school and feeder school/services and secondary placements.

Professional liaison takes place as required to ensure a smooth transition.

There is an agreed recording system for children with special educational needs and disabilities and these are kept by the Inclusion Manager and are made available to the transition liaison teachers. These records are forwarded to the appropriate schools.

Any child with an Education, Health and Care Plan transferring to another phase has a statutory review in the Autumn term to re-evaluate their needs and to establish an appropriate placement.

Pupil Participation

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate at Bevendean reflects the child's evolving maturity. Children with special educational needs and disabilities have varying levels of maturity which are not always consistent with their age.

Bevendean has many opportunities for all children to participate in decision making and taking responsibility, including pupil voice and classroom responsibilities. Older children may attend review meeting if appropriate.

For children with special educational needs, we aim to involve the child in understanding their difficulties, and what they need to do to overcome them. We also encourage them to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary.

Children with EHCP's are given the opportunity to contribute to their annual reviews.

Supporting Pupils with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so 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.
- Some may also have special educational needs and disabilities (SEND) and may have a statement, or Education, Health and Care (EHCP) 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.
- Where pupils are in receipt of an EHCP or require extensive individualised provision long term and full time or for the majority of their time at school, their needs will be coordinated and managed by the Inclusion Manager, following all procedures outlined in this policy.
- Where pupils have a medical need that is largely self-managed or only requires emergency and/or occasional support e.g. mild to moderate Asthma, a nut allergy; diabetes, their condition will be managed in accordance with the school's policy for supporting pupils with medical conditions which is provided in line with new recent guidance published by DfE.

Please see the school's policy on '**Medicines and Supporting Pupils at School**' for more details.

Monitoring and Evaluation of special educational needs and disabilities

Monitoring and evaluation are an integral part of the special educational needs process.

The Inclusion Manager checks that all children with possible special educational needs have been identified and are currently placed on the school's record of needs. The record of needs is updated termly and movement of pupils is tracked by the Inclusion Manager.

Progress of individual pupils is recorded on the Provision Map or Individual Education Plan twice a year and through the school tracking systems on SIMS. It is evaluated and compared to national and school data.

Teaching assistants' timetables are evaluated to ensure that support is being correctly targeted. Where needs demand, individual pupils may be allocated additional support more frequently. This may or may not be part of the existing pool of assistants available in the school.

Evaluating Success of Policy

The overall effectiveness of this policy will be reviewed every year as part of our self-evaluation procedures.

The process of review will follow the governors' evaluation procedures and involve the Inclusion Manager and the head teacher. Review of the policy will take into account:

- The progress and attainment made by pupils with special educational needs and disabilities at the school
- Evaluation of intervention programmes
- The success of the school at including pupils with special educational needs and disabilities.
- Any recommendations from Ofsted or the Local Authority about improving practice.
- Any factual changes, such as names of personnel.

Training and Resources

In-service Training for Staff about issues relating to special educational needs

- All staff in the school will be provided with appropriate training on meeting the needs of special educational needs. This happens as part of our policy for continuous professional development, which in turn informs the School Development Plan.

The Inclusion Manager is aware of all relevant courses relating to special educational needs and disabilities.

All staff to have access to this information and the inclusion manager advises as necessary.

- Attendance on courses is related to the needs of school, and individual pupil's needs and decisions about staff development are based on this.
- All staff have access to training, including teaching assistants. Whole school training on special educational needs and disabilities will include teaching assistants when appropriate.

Occasionally specialised training will be necessary to support the needs of a particular pupil. This will be provided to those staff most directly involved with the pupil, in the first instance. Much of this training will be delivered in-school, by specialist services working with particular pupils, e.g.: Educational Psychology Service, the Sensory Needs Service or the Speech and Language service.

- There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in special educational needs.
- The Inclusion Manager regularly attends the Local Authority's SENCO network meetings in order to keep up to date with local and national updates in special educational needs and disabilities.

Resources

The overall level of funding for special educational needs and disabilities is delegated to the school by the Local Authority and is identified in the school budget statement.

The responsibility for determining the amount of resource for special educational needs lies with the school governors who will seek advice from the head teacher and inclusion manager.

The resources for special educational needs and disabilities are used to provide teaching assistants, and specialist resources.

Every effort is made to ensure full use of local and national grant funded initiatives which are additional to the school budget.

The Inclusion Manager has the key responsibility for determining the allocation of these resources in consultation with the senior leadership team and the rest of the staff.

Roles and Responsibilities

Role of Governing Body

The governors have regard for the Code of Practice (Children and Families Act 2014) when carrying out their duties towards all pupils with special educational needs. The governors and head teacher are responsible for the school's policy and approach to meeting pupil's special educational needs.

Duties of the Governors:

- ensure that when the Local Authority has informed the head teacher that a pupil has special educational needs that these needs are made known to all staff who are likely to teach the pupil.
- ensure that teachers in the school are aware of the importance of identifying and providing for pupils with special educational needs.
- ensure that parents are notified of a decision by the school that their child has special education needs.
- consult the Local Authority and the governing bodies of other schools in the interest of co-ordinated special educational provision in the area as a whole.
- ensure that a pupil with special educational needs joins in the activities of the school, together with other pupils so far as is reasonably practical and compatible with the efficient education of all pupils.
- ensure that the senior leadership team sets objectives and priorities in the school development plan which includes securing appropriate provision for special educational needs and disabilities.
- cooperate with the local authority in developing the local offer.
- ensure the school produce and publish online its School special educational needs and disabilities Information Report in accordance with section 69 of the Children and Families Act 2014.
- Ensure the school has arrangements in place to support children with medical conditions.

The Governors evaluate the success of the Educational Provision for Pupils with Special Educational Needs through:

- Appointment of governor responsible for special educational needs
- Communication between the inclusion manager and special educational needs link governor.
- Governor visits to monitor provision.
- Regular reports to the governor's curriculum subcommittee on attainment & progress.

The curriculum subcommittee is responsible for reporting to the main governing body regarding special educational needs and disabilities issues.

The responsibilities of the Head teacher

The head teacher has overall responsibility for the management of special educational needs and disabilities provision. On a day to day basis, this responsibility is delegated to the SEN coordinator who keeps the head teacher and governing body fully informed.

Roles and responsibilities of inclusion manager

- Collaborating with the governing board and Headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school
- overseeing the day-to-day operation of the school's special educational needs and disabilities policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- managing a team of learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Liaising with external agencies including the Local Authority's support and Educational Psychology services, health and social services, and voluntary bodies.

Role of the Class Teacher

All teachers are teachers of children with special educational needs and they have a key role in ensuring that pupil's needs are identified and met. They:

- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment
- Plan lessons to address potential barriers of difficulty to ensure that there are no barriers to every pupil achieving
- inform or seek advice from inclusion manager when necessary
- gather basic information and make informal assessment about the child
- inform and discuss with parents their concerns and review regularly
- take early action to meet the child's needs within his/her normal classroom work through differentiation. Record strategies/action used taking into account the cycle of 'assess, plan, do review.'
- plan and monitor focused work done within the classroom with a learning support assistant
- plan and review Provision Maps & individual education plans in conjunction with inclusion manager on a termly basis and with the parent on a termly basis.

Role of Teaching Assistants

Teaching assistants are a valuable part of the support for children with special educational needs and disabilities. They are directly managed by the class teachers and/or inclusion manager. The inclusion manager is responsible for determining their allocation to pupils. Their role at Bevendean is:

- To support the provision of special educational needs within the school
- To follow programmes set by class teacher/inclusion manager/outside agencies
- To keep, record and monitor children's progress using the special educational needs planning record sheets or by direct verbal feedback to teachers.
- To help and assist children with special educational needs, either individually or as part of a group
- To contribute to Provision Maps, individual education plans and Annual Reviews of children they work with if appropriate.

Designated person for safeguarding is: Mrs Mary Crowley

The Headteacher, Mr Martyn Giddens, has overall responsibility and wherever possible all referrals are discussed together. Mrs Soudain our senior learning mentor is also part of the child protection team.

Storing and Managing Information

All special educational needs records are confidential to relevant members of staff. Information is stored electronically, in blue files held by the inclusion manager or in the filing system in the back office. Each teacher has an electronic special educational needs file which contains copies of provision maps and other relevant documents. E-mails to outside agencies are sent on a secure e-mail address. Children on the special educational needs register are recorded on SIMS.

Accessibility

The school has wheelchair accessibility and an effective acoustic environment for hearing impaired pupils. As well as the stair lifts and ramps which were installed in 2002 to improve access for pupils and adults with walking difficulties, we now have easier access from Heath Hill Avenue and across the park. There are no facilities for enabling children with disabilities to reach the first floor but the school will make special arrangements in order to include children with physical disabilities. The school has also been adapted for children with visual impairments through contrasting edge of steps and hand rails. There are two disabled changing areas in the school for children in wheelchairs.

All children with special educational needs are part of the mainstream class and receive their additional support (in class and/or withdrawal) as part of the broadly based curriculum.

The needs of children with particular difficulties are always taken into account when planning the curriculum. School organisation and risk assessing visits having particular regard to their health and safety. This is monitored by the governor with responsibility for health and safety.

Access to National Curriculum

At present all children at Bevendean follow the National Curriculum, which includes guidance on the inclusion of pupils with special educational needs and disabilities.

Consistent with this guidance, teachers plan their lessons to take account of the full range of pupils' learning needs. For a small number of pupils, the school may provide specialist equipment, resources or adapted curriculum in small groups or 1-1, with either specialist outside help or programmes delivered by school staff. For example written information may be simplified or enlarged and supported with pictures or presented in a framework that is more accessible. Alternative ways of recording work and memory aids such as voice recorders may be used. Withdrawal from class is used when appropriate for very focused work but is time-tabled so that wherever possible similarly natured work is being undertaken in class.

For either provision, which will form part of the child's Provision Map or Individual Education Plan, the aims are:

- To monitor progress more closely and ensure individual objectives are met
- To accelerate pupil's learning in a particular area, and so enable them to access the curriculum appropriate to their age
- To provide learning opportunities which would not normally be appropriately delivered in the child's classroom.

Monitoring is undertaken by the inclusion manager, senior leadership team and curriculum co-ordinators. Special efforts are made to avoid pupils missing out on shared experiences, including assemblies, which incorporate the legislated act of corporate worship.

A reader or prompt may be provided for some pupils special educational needs, if appropriate, in order for them to access tests.

Hearing Support Facility, Bevendean Primary School

The Hearing Support Facility at Bevendean Primary School, known as the Launch Pad, is a specialist provision for children with moderate, severe and profound hearing loss, who require a high level of

specialist support in order to access the national curriculum. Many of the pupils have additional needs.

The Hearing Support Facility is part of the Sensory Needs Service in Brighton & Hove. The Launchpad is also a central part of the school. Our team consists of: three part time Teachers of the Deaf (TOD), and three full-time and one part time teaching Assistants (TA's).

Pupils who meet the criteria for placement within the Hearing Support Facility will have an EHCP or will be undergoing statutory assessment. The provision is funded by the Local Authority. There are currently 10 planned places. Unless the numbers drop below 8, or go above 12, then this funding remains the same.

The aim of the Launchpad is to provide a specialist environment to ensure that each hearing impaired child and deaf child makes optimal progress to develop their full potential linguistically, academically and socially.

Teaching and Learning:

Specialist teaching and learning opportunities develop individual pupils' listening, communication and language to help them to access the National Curriculum and make optimal progress.

Depending on individual need, pupils will be taught Maths and English, in small groups by a teacher of the deaf in the Launch Pad and/or will receive support from specially trained TAs in their mainstream class. All pupils integrate in their mainstream classes for all other subjects, with support as appropriate.

We maintain high expectation of all pupils to achieve their potential. We monitor progress closely using school assessment data, and specialist progression data for children with special educational needs and disabilities. Annual Reviews are held each year, and there is regular target setting for all pupils in English, Maths and Speech.

The Launch Pad is an inclusive provision. We encourage and support pupils to fully participate in their mainstream classes, and the school community as a whole. Joint planning with mainstream staff ensures Launch Pad pupils are fully included in their classes, and work is differentiated appropriately. Launch Pad staff, as well as the Sensory Needs Service, provides regular training for staff at Bevendean to develop deaf awareness and expertise in supporting hearing impaired pupils within the school.

There is a flexible communication policy. The majority of pupils use an oral approach, developing spoken language through listening and talking. Some pupils benefit from the use of Sign Supported English (SSE) to support their development of spoken language. All staff within the Launchpad have a minimum of BSL Level 1, and the teachers of the deaf are encouraged to gain their level 2 qualification. Mainstream teachers are also encouraged to develop their signing skills, and classes are offered from the Sensory Needs Service.

The Launch Pad has two acoustically treated classrooms, which meet the recommended acoustic standard for deaf children. There is an acoustically treated office area that can be used for speech and language work, speech testing and management of hearing aids and cochlear implants. Within the mainstream, there is one acoustically treated classroom, complete with a sound field system, in each year group. The hearing impaired pupils are based in class groups in these classrooms. There is also a sound field system in the halls, which is used for assemblies and school productions.

Hearing aids and cochlear implants are checked daily, and staff are trained in maintenance and troubleshooting of all specialist equipment. Additional audiological support is provided by an Educational Audiologist from the Sensory Needs Service.

Hearing impaired pupils in the Launch Pad receive speech and language therapy from a specialist Speech and Language Therapist (SALT) for deaf children. This person works with pupils individually, or in small groups, depending on their individual needs. Language assessments are used to inform programmes for language development.

The teacher of the deaf works closely with professionals from other agencies, including: Audiologists, colleagues from Cochlear Implant Teams, Educational Psychologists, Physiotherapists, Occupational Therapists, and Social Services.

We support individual pupils to increase their confidence and self-esteem, and to develop a positive identity as a hearing impaired child. The Launch Pad provides a supportive environment where pupils have positive role models and develop friendships with their deaf and hearing peers.

We work in partnership with parents and encourage regular contact with staff. Close contact is maintained with parents who do not live locally, and therefore do not have regular face to face contact with their child's teacher. A home school book is used daily to share information. Parents are invited to all school parent's evenings, assemblies and events. In addition, special events are held for parents and children within the Launch Pad.

Parental complaints regarding special educational needs and disabilities

If any Parent/Carer has concerns, or wishes to make a complaint regarding their Child's Special Educational Needs these procedures should be followed:

- Raise initial concerns with class teacher. Usually any problem can be dealt with at this stage.
- Arrange a meeting with inclusion manager - if conflicts cannot be resolved the head teacher should be involved.
- Follow school complaints procedure as outlined in the school prospectus.

At any point the parent may wish to contact Amaze, Brighton & Hove's parent partnership organisation for advice

Bullying

The school's anti-bullying policy is regularly updated and makes reference to vulnerable children including those with special educational needs and disabilities.

Appendices

Appendix 1

The use made of teachers and facilities from outside the school, including links with support services for special educational needs and disabilities.

At present the following services are being used in supporting special educational needs

Audiology Team	Various by referral only
School Nurse	Emma Foy
Educational Psychologist	Vivian Fahmy
Occupational Therapists	Various
Physiotherapists	Various
Brighton and Hove Inclusion Support Service – Autistic Spectrum Condition Outreach Team	Zoe Mylchreest
Speech and Language Therapist	Ruth Hughes
Brighton and Hove Inclusion Support Service - The Language Support Service	Zoe Mylchreest
Brighton and Hove Inclusion Support Service – Social, Emotional and Mental Health Team	Rebecca Martin
Department of Social Care and Health	Various Social Workers
CAMHS	David Pritchard
Brighton and Hove Inclusion Support Service – Early Years Team	Louise Collings
Brighton and Hove Inclusion Support Service - Sensory Needs Service)	Chris Browning , Lucy Mardell
Names and contact details can be obtained from the Inclusion Manager.	

Appendix 2

Definition of 'Disability'

The UK Government website 'You Gov' defines disability under the Equality Act 2010 thus:-

'You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.'

What 'substantial' and 'long-term' mean:-

'Substantial' is more than minor or trivial - eg it takes much longer than it usually would to complete a daily task like getting dressed.

'Long-term' means 12 months or more - eg a breathing condition that develops as a result of a lung infection

There are special rules about recurring or fluctuating conditions, for example, arthritis. For more details about the special rules download the 'Equality Act Guidance'. <https://www.gov.uk/definition-of-disability-under-equality-act->

SEN, disability or both?

