

Eaton Bray Academy



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY AND REPORT

V10.0

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Eaton Bray Academy

Special Educational Needs and Disability (SEND) Policy and Report

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AMENDMENT HISTORY

Issue	Author	Date	Description
V0.1(Draft)	SH	4/1/05	Initial draft
V0.2(draft)	SH	28/02/06	Updated draft
V1.0	SH	14/03/07	Issue after further review without update
V2.0	SH	22/10/08	Updated after pre school joined
V3.0	SH	4/09/09	Updated
V4.0	SH	18/10/10	Updated
V5.0	SH	16/01/11	Reviewed for change to Academy
V6.0	SH	21/01/12	Updated
V7.0	SH	03/10/12	Updated
V8.0	SR	24/04/15	Updated following changes to the Code of Practice
V9.0	SR	14/09/2018	Updated for 2018/19. Approved by JC.
V10.0	SR	28/11/19	Reviewed and updated



Introduction

We believe that equality of opportunity must be safeguarded and that the framework of a broad, balanced and relevant curriculum, including the National Curriculum, is an entitlement for all pupils. All children have a valuable contribution to make to the everyday life of the school. We have high expectations of all our children and strive to put these into practice through the removal of barriers to learning and participation. Children who experience difficulties or have disabilities should be encouraged to reach their full potential within a happy, safe and caring environment where all children are equally valued.

This policy complies with the Special Educational Needs and Disability (SEND) Code of Practice, which came into force from the 1st September 2014. The Code of Practice gives practical guidance to schools on how to implement their statutory responsibilities in relation to children with SEND.

Mrs. S. Hounslow
Headteacher



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1 PROVISION OBJECTIVES

- To identify, as early as possible, those children who are experiencing learning difficulties.
- To fully support children who fall behind the expected progress of their peers or those children whose difficulties are difficult to fully diagnose early on.
- To support fully any child entering the school with previously identified learning difficulties or disabilities, liaising closely with the parents and outside agencies involved.
- To ensure that the children with special needs have access to all parts of the curriculum and are encouraged to contribute fully at their level of ability.
- To ensure a sense of achievement, by providing appropriate activities and resources, and encouraging children towards the next stage of development, and helping the growth of independence.
- To ensure that success and effort are recognised, and to involve the children and their parents/carers in decisions about the immediate targets of their learning.
- To develop language skills to enable children to access the curriculum

2 MEETING THE OBJECTIVES

Access to a broad and balanced curriculum, which includes the National Curriculum, or Early Years Foundation Stage curriculum, will be provided by:

- Selecting the appropriate level of activity or learning experience
- Modification of the activities/ learning opportunities where appropriate
- Offering differentiated activities at an appropriate level
- Extra targeted support from within the school's resources to ensure that children can succeed
- Using additional resources and external agencies, and working with other schools and professionals
- English as an Additional Language (EAL) is not considered a Special Education Need; in these circumstances differentiated work and individual learning opportunities are provided for



children who are learning EAL as part of our provision

3 PERSONNEL RESPONSIBLE

- Mrs S. Reynolds and Ms J. Cosgrove – sharing the Special Educational Needs Co-ordinator role
- Mrs J. Lee - SENDCo for Early Years (Nursery)
- Dr Richard Bell - Governor responsible for SEND

4 ARRANGEMENTS FOR CO-ORDINATING PROVISION

The SENDCo is responsible for overseeing:

- The day-to-day operation of the school's SEND Policy
- Liaising with and advising fellow staff; advising on a graduated approach to providing additional SEND support
- Co-ordination of provision for children with SEND
- Maintaining the Main School and Nursery SEND list and overseeing the records kept by staff
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with and being a key point of contact with external agencies and other professionals
- Identifying resources needed and monitoring budget

5 IDENTIFYING, ASSESSING AND PROVIDING

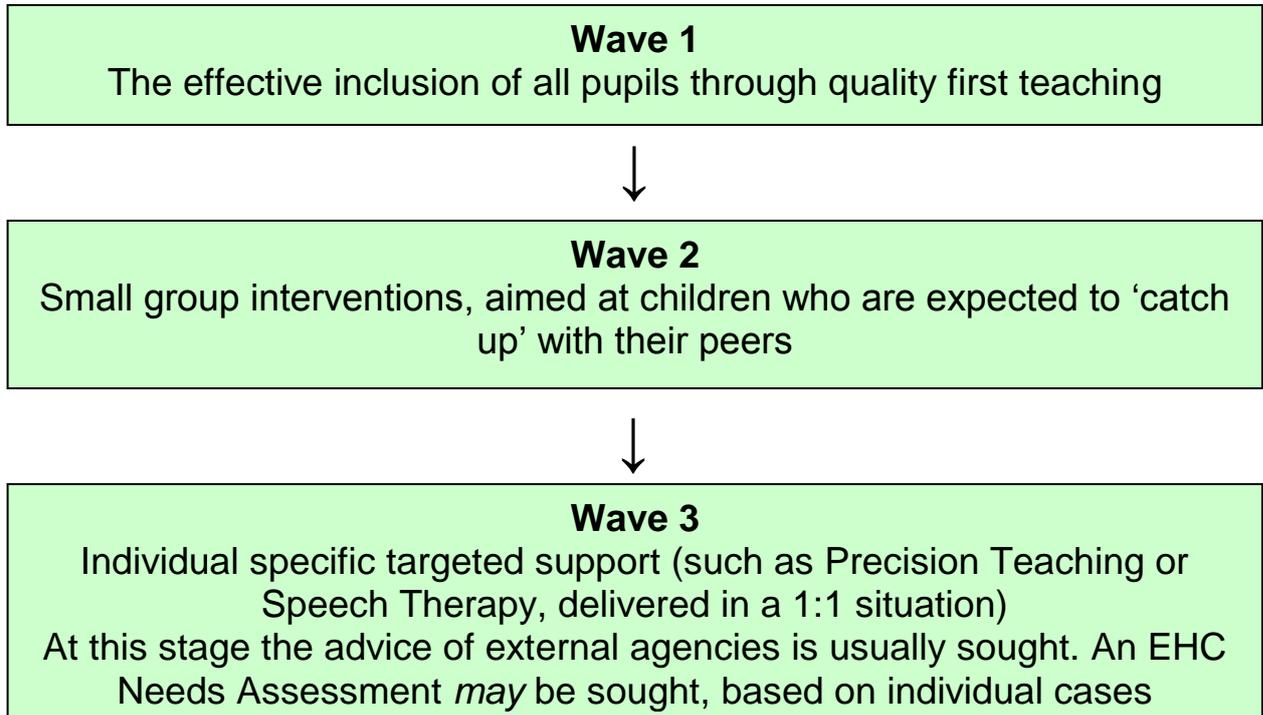
- Children with Special Educational Needs will be identified as early as possible both in Nursery and Main School. The Head of Early Years and KS1 (Mrs L. Matthews) works closely with Early Years staff and children, thus ensuring a smooth transition and continuity for the children following the EYFS Learning Goals and Foundation Stage curriculum. The completed Early Years Foundation Stage Profiles are then passed on to the Y1 class teacher ready for the start of the KS1 curriculum.
- Every child's 'Stage of Development' is identified on entry to Nursery and Main School
- Through the use of our assessment software Target Tracker,



children not progressing will be highlighted.

Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.

- Staff will work closely with the parents of children showing concerns
- Any concerns are carefully monitored while differentiated strategies are employed
- Outside agencies are contacted for advice and support
- The SENDCo checks termly with each key person/teacher for new concerns about the children in their care
- A child who is identified as having an additional need will follow the 'graduated response'. The graduated responses take children through stages 1 to 3, depending on the level of need (see flow diagram below)
- For children with a more complex need a co-ordinated assessment process, the Education Health and Care Plan (EHC Plan) may be introduced.
- Assessments are made to review provision at the beginning of each term
- A staff meeting is held each term on SEND, and the SEND list is maintained by the SENDCos
- Every class teacher writes their own Provision Map each term, on which the range of support provided in their classroom is documented. They follow the graduated response model in three 'waves':



6 STAFF RESPONSIBILITIES AND RESOURCES

- All learners will have access to quality first teaching
- Teachers will respond to children's individual needs by planning to meet children's individual learning needs by recognising a range of learning styles and using various teaching and learning strategies across the curriculum. All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, **all** teachers are teachers of pupils with special educational needs and EAL.
- Each Teaching Assistant completes a file listing all the subjects, activities and learning objectives covered every day, with detailed comments - highlighting which children they worked with and how the session went. These notes are then discussed with the class teacher to inform future planning and learning
- Nursery staff assess against the EYFS on a daily basis, and any concerns are discussed with the Early Years SENDCo
- The SENDCos attend SEND courses and update all staff and Governors



- Links with feeder schools are set up and special arrangements made for extra visits to make transfers as smooth as possible
- Outside Agencies, such as the Educational Psychologist, ASD Advisory Teacher or the Speech and Language Therapist etc are contacted for advice and support as necessary

7 PHYSICAL RESOURCES

- SEND resources are distributed and stored across the school within individual classrooms; the SENDCo's files are all kept in a locked cabinet in the school office.
- Resources are renewed regularly
- A budget allocation for SEND is identified annually, which includes a specified amount for Pupil Premium, children with an EHC Plan and for Looked After Children
- The Central Bedfordshire Council website publishes their Local Offer, which provides a guide to the support and services available for children and young people with SEND 0-25 years and will offer up-to-date information about what is available and how to access it. The link is available on our website.

8 PARENTS AND CARERS

The School works closely with all parents and carers, but particularly in the support of those children with special educational needs and disabilities. We encourage an active partnership through an ongoing dialogue with parents and carers, and advise regular meetings with the class teacher, SENCo or Head teacher where appropriate. During this time we share the progress of their child, any outside specialist support deemed necessary, and actively involve them in decision-making about the provision planned for their child.

9 ADMISSION ARRANGEMENTS

These are in line with the school's admission arrangements and policy



10 FACILITIES FOR INCLUSION

The main school is built on one level and has access for wheelchairs. The Early Years building has an upstairs area which is used for group work. The same work can take place downstairs. The school makes every effort to ensure that all needs are met.

11 GOVERNORS' RESPONSIBILITIES

The Governors are aware of the duties assigned to them and must:

- do their best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, where the Head or appropriate Governor has been informed that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- ensure that staff in the school are aware of the importance of identifying and providing for those pupils who have special educational needs
- consult where necessary or desirable in order to co-ordinate provision for pupils with SEND
- ensure that the pupil joins in the activities of the school so far as is reasonably practical

12 COMPLAINTS PROCEDURE

The procedure for complaints is outlined in the Complaints Policy. For any parent who is unhappy about the provision made for their child, the complaints procedure will be followed, and when appropriate, dealt with by the Headteacher. If the complaint is not resolved, parents may bring their concerns to the Governing Body Appeals Committee.

13 IN SERVICE TRAINING

In-service training and professional development in SEND will be considered annually through the School Development Plan and through performance management procedures/development issues.

14 MONITORING AND EVALUATING

The school's SEND policy and its implementation are monitored by the SENCo, the Headteacher, and appointed SEND Governors.