

Bhaktivedanta Manor School



Special Education Needs, Learning Differences and Disabilities Policy (SEND)



Lead	Name	Reviewed Date	Date to Be Reviewed
Headteacher	W Harrison	May 2017	July 2018
Chair of Governors	Kartik Khandwala	May 2017	July 2018

The Bhaktivedanta Manor school ethos recognises the rights of all our students to enjoy equal access to learning and to be part of the school family. We see students with SEND as part of the continuum of valued individuals within that school family. Our school policy will ensure that provision is in place for all children with Special Education Needs (SEND) and/or Learning Difficulties as disabilities (seeking admission in the school. We believe that all children are entitled to a broad and balanced curriculum, delivered in a relevant and differentiated manner, enabling progress and continuity to be experienced.

Our aims in reference to our policy on Special education needs and the SEN Code of Practice 2015 are:

1. To identify children with special education needs or Learning Disabilities and difficulties early on through an initial consultation and assessment at reception entry
2. To appreciate the needs of individual children
3. To appreciate the gifts of individual children with Special needs
4. To allocate as much appropriate teacher/learning support as financially possible. This may be individual, group or extra support in the classroom working alongside the teacher
5. To differentiate the curriculum and make it accessible to all children
6. To monitor and review the children's progress
7. To encourage parental involvement and cooperation
8. To seek the advice and guidelines of other professionals
9. To make full use of available resources and to build up a bank of "special differentiated resources" to support a modified learning programme.
10. To enable pupils with SEN/LDD to access extra-curricular activities in order for them to gain a growing sense of their place within the wider school community;
11. To ensure that pupils with SEN/LDD feel safe, valued and respected in the School.

In order that the policy is implemented effectively, the governing body will continually improve and evaluate the framework to meet the needs of children with special needs and their parents. The Governing Body will appoint and train a SENCO to coordinate and take responsibility for the day to day management of the School's special needs provision and teaching assistants will be trained to be able to effectively support students in the classroom. The SENCO will attend cluster groups relating to SEND and other courses at least 3 times a year. We may also seek the help of an Educational Consultant for diagnostic testing as well as continued training for staff in strategies to support the child's learning.

The SENCO will work closely with parents and other stakeholders and agencies to ensure that the school not only meets its statutory obligations and requirements but ensures that teachers are supported to enable them to provide the very best educational experience for all the students. If a child is deemed to require specialist support, we may recommend that a child may be better situated in a specialist school. The school will also gain much from the Avanti Trust family of schools by sharing best practice.

Objectives

We support the aims of the policy by working within the guidance provided in the SEN Code 2015, and by:

- identifying and assessing pupils with SEN/LDD through liaison with other schools, professionals and regular internal assessment;
- involving pupils, parents and staff in the identification, assessment and delivery of Special Educational Needs (SEN/LDD) and promoting liaison between all agencies concerned;
- supporting staff to meet the needs of pupils with SEN/LDD by senior team working alongside them and providing on-going professional development opportunities;
- devising a structure for setting, implementing, monitoring and reviewing programmes of personalised learning and support for pupils;
- establishing pupils' needs early on by working with parents of children on entry to our school through home visits, and gathering information about their learning needs from previous settings and support agencies that may have been involved in providing for the child;
- closely tracking and monitoring progress of all the pupils in school at regular intervals to avoid pupils falling behind;
- ensuring that safety is addressed when allocating resources, particularly in the science, design and technology, food technology and textiles areas, art and PE;
- encouraging pupils to care for themselves and others and to take into account the demands of changing environments;

Our present policy ensures that:

- An Individual Learning Plan is written for each child with (SEND) or EAL in collaboration with the parents which is reviewed with the parents and teacher at the end of every term in consultation with the parents. A copy will be given to the SENCO.

- An initial consultation takes place with previous school or preschool to determine nature and extent of any SEND
- Upon application to the school at 4+ , all applicants are invited to an assessed activity session based on the characteristics of effective learning which underpin the Early Years Foundation Stage Profile
- Extra tutoring sessions (Booster club) are held after school to support those children who need the extra support to help them to meet their individual targets
- Curriculum planning and activities aim to be inclusive to all children
- A pastoral support system is in place to provide specific sessions for children with SEND to access the curriculum using a kinaesthetic approach with different modalities and resources. This may also support children with specific emotional needs.
- Using a creative and three dimensional approach to education we can draw out the best in every child despite their learning challenges, for example using clay, sculpture, art to develop fine motor skills and stimulate areas of the brain.
- Where appropriate, IT is used throughout the school to enable inclusion
- Staff continuing professional development is continually updated to ensure best practice
- Preliminary screening for dyslexia and dyscalculia is done through GL assessment using their online assessment tool or through an Educational Consultant with consent of the parents, when a child is suspected to have some Special educational needs.
- Parents will be recommended to go to their GP or Children's centre to be referred to an educational psychologist or parents will be advised to access this assessment privately if deemed necessary
- Children will be often grouped with more able peers so that peer tutoring/mentorship and discussion can take place which we have found to be very effective
- We track of children's progress is used to inform planning
- We provide resources that access other languages in conjunction with English such as the "talking books" and other resources from Mantra Lingua

The school also considers those who are assessed as "Gifted and Talented" as also having special needs of a different sort. As mentioned previously, children are grouped according to abilities and those who need "stretching" are set more challenging tasks which are outlined in the teacher's planning showing the differentiation. We believe strongly in peer mentoring and those who are more able are sometimes given the challenge of helping a less able child. They are also encouraged to go deeper into the subject matter to achieve Mastery.

Definition of Special Educational Needs

Pupils have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. Pupils have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age . Additional intervention may be in the form of specialist mentoring; additional teaching time; or other forms of intervention that will allow pupils to improve their knowledge, skills and understanding that could not be achieved through normal teaching time.

Pupils will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught (Special Educational Needs Code of Practice 2015). Most children with special educational needs are likely to require specific support in one or more of the following areas of learning:

- Communication and interaction
- Cognition and 'academic' learning
- Social, mental and emotional health
- Sensory and/or physical

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported in order to have full access to education, including school trips and physical education. We also recognise that some children with medical conditions may also have a disability and where this is the case, the school will comply with its duties under the Equality Act 2010. For children that have medical needs, we ask parents/carers to contact us at the earliest opportunity so that we are fully informed of the condition, our role in supporting the child and the staff training needs may be implied in order for us to meet these needs. A thorough risk assessment and if necessary, a written health care plan will be prepared for each child in tandem with other professionals.

The school needs to be aware of any known disability or special educational need which may affect a child's ability to take full advantage of the education provided at the school. Parents of a child who has any disability or special educational need should provide the school with full written details at registration, or subsequently, before she takes the entrance examination or at interview. The school needs this

information so that, in the case of any child with particular needs, we can assess those needs and consult with parents about the adjustments which can reasonably be made to cater adequately for the child's needs both during the admission process and if an offer of a place is made.

Similarly, if special educational needs or a disability become apparent after admission, the school will consult with parents about reasonable adjustments that may allow the child to continue at the school.

Target Setting and Tracking

A clear knowledge of the attainment and progress of each child enables staff, in partnership with parents, to develop personalised learning by setting precise individual targets for each child. Targets are also then set for a group and/or the whole class and subsequently the whole school.

Tracking

Targets are followed up with regular tracking of progress of:

- Each individual's child's progress with the class
- Each class' progress within the school
- School targets

At present each child has a file with their assessments, targets and also including evidence of their work. This begins with the Learning Journey in Reception and the Foundation Stage Profile. Assessments take place at the end of every half term, both formative and summative. Target Tracker has been introduced in May 2017 which enables the teachers to track the children's progress from Reception age to ensure they are making expected progress.

In addition, progress files travel with the children throughout their time in the school from class to class. Parents are also made aware of the children's targets at least twice a year during consultations with teachers. In this way they can also support the child's learning at home with the targets in mind. The tracking process is effective only in so much as the teacher uses the results of the tracking to inform the planning.

Governors

The Governing body is responsible for ensuring that the school makes effective provision for pupils with SEND and fulfils its statutory duties and responsibilities in this respect by:

- assigning a link-governor for SEN/LDD and by becoming fully aware of their statutory duties and responsibilities regarding the co-ordination and provision of SEN/LDD;

- holding the school to account by evaluating school's policies, self-reviews, and progress reports on the effectiveness of the School's work with pupils who have SEND
- To ensure that Governors monitor the effectiveness of the School's /LDD provision and that the link governor makes an effective contribution to this process and its outcomes.
- To review this policy on an annual basis, or in response to a review of national policy or guidance.

Dealing with complaints

We aim to work closely with our parents and like to know about any concerns, however small or big, as soon these arise. In our experience most issues can be dealt with through discussion. Should the parents feel the need to pursue the matter further they will be asked to communicate their concern in writing for the attention of the Headteacher in the first instance. We aim to acknowledge any complaints within 48 hours and will always seek to achieve earliest resolution in the best interest of our pupils. The school's complaints procedure is published on our website.

Policy Reviewed May 2017