



Benson Community School

There are no limits to what you can achieve



Special Educational Needs and Disability Policy

Benson's Mission Statement:

We believe that for all children there are no limits to what they can achieve.

Benson's ethos

At Benson Community School, we are committed to giving every child the opportunity to achieve their best. The well-being, achievement and attitude of every child matters and inclusion is the responsibility of everyone in the school. Every teacher is responsible for all pupils and the purpose of the policy is to ensure that pupils with special educational needs and disabilities (SEND) are recognised, receive equality of entitlement to the curriculum and have the necessary support to achieve where possible.

Our ethos is that children are unique with their own educational needs, which for most children can be met within the classroom.

Definition of SEN and Disability (SEND)

At Benson we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.** Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.*

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.**’*

Key roles and Responsibilities

SENCo: The SENCo has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans.



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SEND Governor: The SEND governor has responsibility for monitoring policy implementation and liaising between the SENCo and the Governing Body.

Class teacher: The class teacher will be responsible for supporting and monitoring children's progress and delivering Quality First teaching to support all children with SEND.

Responsibilities:

The **SENCo** is responsible for:

- The SEND policy and its implementation
- Coordinating support for children with SEND
- Monitoring the quality of provision and impact of interventions
- Attending network meetings and updating staff
- Referrals to and liaison with outside agencies
- Liaising with and advising staff
- Collating Language and Literacy (L&L) continuums and producing progress data from them
- Maintaining regular liaison with parents/carers

Class Teacher:

- The progress and development of all pupils including those with SEND
- Ensuring any individual pupil's plan is implemented in the classroom
- Regular liaison with parents and the SENCO
- Effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND
- Supporting the SENCO in the writing and reviewing of targets for pupils with SEND

SEND Governor:

- Monitoring the effective implementation of the SEND policy
- Liaising termly with the SENCo
- Reporting to the governing body on SEND
- Ensuring that pupils with SEND participate fully in school activities



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Aims and objectives

Aims

At Benson, all pupils, regardless of their additional needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the school community.

- We expect that all pupils with SEND will meet or exceed the high expectations we set for them based on their age and starting points.
- We will use specific resources to support children with SEND, whilst also giving them access to a broad and balanced curriculum.
- We will work in partnership with parents, to support pupils to become confident individuals able to make a successful transition on to the next step in their education.

Objectives

- To ensure a clear process for identifying, assessing, planning and providing and reviewing for pupils with SEND.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils with SEND in order to develop their practice within the guidance set out in the Code of Practice, July 2014.

Identification of Needs

The identification of SEN is embedded in the whole school process of monitoring the progress and development of pupils. At Benson, we recognise the benefits of early identification and making effective provision in improving the long term outcomes for children with SEN.

The purpose of identification is to work out what action our school needs to take, to ensure individual needs are met. It is also important for the school to identify the full range of needs, taking into consideration co-occurrence.



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The **Code of Practice** refers to four broad areas of need:

- **Communication and Interaction:** these children have a difficulty with communicating with others. This may be because they have a difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
- **Cognition and Learning:** children with additional needs may learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties covers a wide range of needs, from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).
- **Social, Emotional and Mental Health:** children may experience a wide range of social and emotional difficulties which manifests themselves in many ways. These may include becoming withdrawn, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may also reflect underlying mental health difficulties.
- **Sensory and/or Physical Needs:** some children may require special educational provision because they have a disability which prevents or hinders them from making use of the educational services provided. Many children with a vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Graduated Approach to SEN Support:

How the school decides whether to make special educational provision:

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team and SENCo identifies those pupils making less than expected progress given their age and individual circumstances.

The school's first response is **high quality teaching** by the class teacher. Where progress continues to be less than expected, the class teacher will gain advice from the SENCo, and implement **targeted support** (interventions) to support the child in their learning. During this stage, this extra support can help to identify any particular additional needs the child may have.

Particular care is taken when identifying and assessing SEND for children whose first language is not English.



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Where pupils have **higher levels of need**, and with parental permission, the school may need to seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Pupil School Support service (PSS)
- Speech and Language Therapist (SaLT)
- City of Birmingham School (COBS)
- Communication and Autism Team (CAT)
- Sensory Support Service (Visual Impairment, Hearing Impairment)
- School Nurse
- Barnados Arch Project
- Child and Adolescent Mental Health Service (CAMHS)
- Family Support Worker

SEND Register

If the support required is ***different from or additional to*** what is normally offered by the school, the child will be placed on the SEND register whereby the school can monitor and support progress by removing barriers to learning.

This begins a cycle of *assess, plan, do and review* with the child at the centre of the process:





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The four part cycle:

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experiences of the pupil and parents/carers to support our judgments.

Plan:

Where SEN Support is required the teacher and SENCO will plan any adjustments, interventions and support which will be put in place for the pupil, as well as the expected impact on progress and outcomes. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers.

Do:

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review:

The planning including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles

Parents/carers and pupil involvement in the process:

We believe in a person-centred approach to information gathering and supporting children with SEND. We will do this through:

- Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible.



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- Targets are shared with pupils and successes are celebrated.
- KS2 pupils with a Statement or EHC plan will send an invitation to their parents to attend their annual review and will attend part of the meeting to share their achievements for the year and aspirations for the future.

SEND Provision:

SEND support can take many forms. This could include:

- Individualised Provision or Support Plan
- Evidence based interventions
- Extra help from teacher or teaching assistant
- Making or changing materials, resources or equipment
- Working within smaller groups
- Maintaining specialist equipment
- Observing children in class or at break and keeping records
- Supporting a child to take part in activities
- Helping other children to work with a child, or play with them at break time
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

Managing the needs of Pupils on the SEN register.

Each pupil with SEND is an individual and any additional support is tailored to meet their particular needs. Plans and interventions will be reviewed termly with the adults involved and parents/carers. Decisions regarding the level of support provided will be needs led, working within the constraints of the school budget.

Requesting an Educational, Health and Care (EHC) needs assessment.

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an **Education, Health and Care (EHC) plan** being provided. This brings together the child's health and social care needs as well as their special educational needs (see Birmingham guidance on the [mycare](#)



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[website](#) for further information regarding requests for EHC plans).

www.mycareinbirmingham.org.uk

Statements

The Education, Health and Care (EHC) plan replaces what were formerly called statements of special educational needs. Children who currently have a statement will continue to maintain this until the transition is made to an EHC plan. The school is following Birmingham's transition timetable which will ensure all statements will become EHC plans by 2018. Parents will be informed by the LA in advance of this transition review and will have an opportunity to discuss the process with the SENCO.

Supporting parents/carers and children

We provide support in the following ways:

- The head teacher and SENCO are available for parents/carers seeking support and advice.
- Our Family support worker, Sam Hines.
- The dedicated SEN Governor who is available as a contact point.
- Additional time and special arrangements for SATs (if the children meet criteria)
- Support for transition between classes
- Support for transition to Secondary School

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will be made to promote access for pupils with a disability who do not require a fully accessible school, e.g: an extra adult to accompany a child on a school trips/residentials. Please refer to the Supporting Children with Medical Conditions Policy.



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Training and development

Training needs are identified in response to the needs of pupils currently on the SEND register. Training is led by outside agencies or the SENCo on teacher training days and staff meetings. The SENCo also attends network meetings to share good practice with colleagues and keep up to date with SEND developments.

Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. Parent information sharing and openness is respected with confidentiality.

Pupil SEN files are kept in a locked filing cabinet in the SENCo's office and in the pupil's classrooms. Individual SEN files are transferred to receiving schools when pupils leave Benson.

Consultation of Policy

The SEND policy has been created in consultation with the following professionals:

Headteacher, SENCo and SEND Governor.

Complaints

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at Benson to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Head Teacher.

If concerns are still unresolved parents may wish to speak to Birmingham City Council or engage with the School complaints procedures (that can be found on the school website).

Access to the SEN policy

You can get a copy of our policy in a number of ways:

- The school website, follow the link: Inclusion and Special Educational Needs
- A hard copy on request at the school office



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Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (July 2014) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013 School SEN Information Report (2015)
- The National Curriculum in England Key Stage 1/2 framework document Sep 2014
- Safeguarding Policy Accessibility Plan
- Teachers Standards 2012 9 Appendix 1: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Reviewing the SEND Policy

The SEND policy is reviewed annually by the governing body.