



New Bewerley Community School. Policy for Special Educational Needs and Inclusion.

School Offer

Aims and Principles:

The aim of the Governors and staff at New Bewerley Community School is to provide an effective inclusive education in a true teaching and learning environment. We are an equal opportunities school in which all children are treated with respect and dignity, will have full access to the National Curriculum and are enabled to participate in all aspects of school life and achieve their full potential

At New Bewerley Community School our Policy for SEND and Inclusion demonstrates our commitment to and belief in the fundamental principles outlined in Part 3 of the Children and Families Act 2014 and the SEND Code of Practice 0-25 years.

http://www.legislation.gov.uk/ukxi/2014/1530/pdfs/ukxi_20141530_en.pdf

The SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

The Children and families Act 2014 requires all local authorities to publish information about all services in the area for children and young people with SEND.

This can be found on the Leeds City Council website:

<http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>

Our policy for SEND and Inclusion outlines our School Offer and how we, as an inclusive school, meet the needs of children with special educational needs and disabilities.

The Inclusion Team at New Bewerley Community School is:

Name.	Position.	Responsibilities.
Miss Tracey Cunningham - Assistant Headteacher	Designated SENCo	Strategic Management and day to day management of Inclusion Team and Resourced Provision.
Mr G German – Headteacher	SEN Team	FfI applications
Mrs C Krasinski – Deputy Headteacher		EHCPs and EHCP Conversions
Miss C Lawson – Resourced Provision Lead Practitioner		Responsible for IEP's, programmes of work for children, day to day management of ISAR papers and arranging SEN Support and EHC review meetings, day to day maintenance of SEN Register.
Ms J Earnshaw – Early Years Leader		Support and INSET for all staff relating to SEND and the SEND process, Child Protection, Behaviour and Pastoral Care. INSET for Inclusion staff including medical training for individual children. Liaise with all external medical, SENDSIT, SENSAP and other professionals.
Mrs Angela Lockwood	Behaviour Support	Promote the Positive Behaviour Policy in

	Worker.	school. Write IBP's, PHP's and Risk Assessments together with the Inclusion Manager for individual, vulnerable children and conduct associated meetings. Manage the day to day deployment of Inclusion Support workers. Manage and analyse the school behaviour database. Lead Professional in NBCS After School Club.
Miss Jemma Seavers	Learning Mentor	Pastoral support for groups of children and individuals. Designated member of staff for Child Protection. Vulnerable at Transfer. NEET initiatives. Bereavement counselling Transition Peer mediation training and support.
Mrs Georgina Barnes Mr Oliver Johnson Mrs Bernie Duree Mrs Heidi Kelly	Inclusion Support Workers	In/out of class support for difficult to manage children. In/out of class support for the most high tariff children including those with severe learning difficulties.
Miss Chantelle Lawson	Lead Practitioner	Lead professional in Rainbow Room, Resourced Provision base.
Mrs Suzan Wilson	Early Help Officer	Child Protection designated staff Early Help Officer
Mrs L Shea	Family Support Worker	Referrals to Cluster Parent support Attendance and Admissions Risk Assessments for Individual Pupils
Mrs Adele Cummings	Speech and Language Therapy Support Worker Lead First Aid Professional/ Medicines	Prepares materials and delivers programmes of study to those children requiring speech and language therapy. Programmes provided by Speech and Language Therapist. Lead First Aid Professional/ Medicines
Miss Charlotte Taylor	School Governor responsible for SEND	

The Headteacher: Mr Gary German maintains overall responsibility for SEN and Inclusion but delegates day to day management to appropriate staff. The SEN team ensure that all staff receive INSET appropriate to the needs of the children with whom they are involved.

The Governing Body of the school receives an annual report on the effectiveness of the SEN policy and its practices and procedures.

SEND Practice

We believe in the importance of early identification of SEN in order to provide targeted support as soon as possible, and strive to enable all parents of children with SEND to be fully involved in the SEND process.

Class teachers are responsible and accountable for the progress and development of all children in their classes, including where students access support from teaching assistants and/or specialist staff.

When it is determined that a pupil does have SEND, parents will be formally advised and the child will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and that the interventions being used are developing and evolving as required. Where external support professionals are already involved, their work will help inform the assessment of need. Where they are not involved a referral for support may be made, if this is felt to be appropriate and will follow discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of the Child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are expected. It is the teachers responsibility to familiarise themselves with the principals behind interventions in order to reinforce them in the child's classroom learning.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and provide links with classroom teaching.

Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly at Pupil Progress/ SEND meetings. Progress will be shared on parent's evenings and through meeting with the SENCO. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents.

The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress making any necessary amendments, in consultation with parents and the pupil.

Funded children will be reviewed either termly or annually in line with Local Authority guidelines.

Frequently Asked Questions

<i>What do I do if I think my child may have special educational needs?</i>	<p>Firstly speak to your child's class teacher about your concerns or make an appointment to see the Inclusion Manager.</p> <p>A meeting will be arranged to discuss your concerns and an action plan drawn up to address those concerns.</p>
<i>How will school support my child's learning?</i>	<p>Your child's class teacher will plan and deliver learning activities that meet the needs of your child. He/she may discuss any difficulties with the Inclusion Manager.</p> <p>If your child is having difficulties he/she may take part in small group activities and/or be given some individual support. Your child may also participate in a short term intervention programme.</p> <p>In consultation with parents and the Inclusion manager, an Individual Education Plan, (IEP) may be written and delivered either by the class teacher or a support member of staff. The plan will be overseen and reviewed regularly, and at least termly by the class teacher and Inclusion Manager.</p> <p>Your child's class teacher will provide detail of the provision and arrangements that have been put in place for your child.</p>
<i>How will the curriculum be matched to my child's needs?</i>	<p>At New Bewerley the curriculum is differentiated to challenge and meet the needs of all the children.</p> <p>Your child may work as part of a smaller group or be supported by an adult or work 1:1.</p> <p>Additional specialised resources may be provided to support independent learning and/or care.</p>
<i>How accessible is the school?</i>	<p>New Bewerley School was designed to be as inclusive as possible. The entrances and corridors are wide and without steps to enable easy wheelchair access so that children with difficulties may enter using the same entrances as adults and other children.</p> <p>The children has 2 fully equipped Care suites with showers, overhead tracking and rise and fall changing beds, as well as a further rise and fall changing bed in the Foundation Stage toilets.</p> <p>There are two disabled toilet facilities within the inner corridor of the school for the use of both adults and children as well as a further disabled facility in the Year 5/6 annexe.</p> <p>A quiet and well equipped Learning Mentor Room fully meets the needs of children with emotional difficulties, together with planned time for Pupil Development Centre, input which provides emotional literacy support.</p> <p>A further room is designated for the use of the Behaviour Support Worker and provides withdrawal space for short, targeted support sessions for those children having difficulties within the classroom.</p> <p>Within the Resourced Provision base room, the Rainbow Room, there is a small Sensory Room, The Kabin, to which children have regular timetabled access.</p> <p>A small private room is also provided for work to be undertaken on Speech and Language programmes as well a designated space in the Rainbow Room which is dedicated to the delivery of Intensive Interaction and Physiotherapy programmes.</p> <p>The floor covering is fitted with coloured 'spots' outside each classroom to support children with visual impairments and the school is fitted with an induction loop system and soundfield system which can be utilised to support children and adults with hearing impairment.</p> <p>The school is committed to accommodating the needs of all SEND pupils.</p>
<i>How will I know how well my child is doing and how will you help me support my child's learning?</i>	<p>Each year parents have the opportunity to meet with parents at two Parent's Consultation Evenings. In addition to this there will be opportunities for parents to discuss their child's progress with the class teacher. Parents and teachers may decide to communicate by telephone or through a home/school link book.</p> <p>Parents also will have the opportunity to meet with the Inclusion manager.</p> <p>At the end of each term, parents will receive an update on their child's progress towards any Speech and Language programmes if they are supported by this service.</p> <p>Parents wishing to be involved in supporting their child at home may do this in consultation with the class teacher.</p>
<i>What support will be available for my child's overall well-being and social, emotional and behavioural development?</i>	<p>New Bewerley School is committed to supporting all pastoral, emotional and behavioural needs of our children.</p> <p>The Inclusion Team staff each has a distinct and particular role to play in this process.</p>

	<p>These roles are listed in the table within this document.</p> <p>Every Tuesday morning an Inclusion Meeting is held by the Inclusion Manager with all Inclusion staff at which the learning, emotional, social and behavioural needs of individual children are discussed and action plans put in place.</p>
<i>What services and expertise are available at or accessed by the school to support my child?</i>	<p>The school has excellent and well-established links with a range of external professionals who provide us with specialist advice. These include: the Leeds Complex Needs Team, Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, School Nursing, the Deaf and Hearing Impaired Team, the Visual Impairment Team, CAMHS, the Inclusive Learning Service, Specialist Diabetes and Epilepsy nurses and STARS.</p> <p>Further to this we can access support from the JESS cluster to support children and families in a variety of ways.</p>
<i>What training and development is done by staff supporting children with SEND?</i>	<p>At New Bewerley we support the continuous professional development of all staff. All staff supporting children with medical and physical difficulties have regular Moving and Handling training. School has a large number of staff who are trained in first aid. Teaching assistants have specific medical training and knowledge including anaphylaxis, epilepsy, gastrostomy and the oral feeding of children at risk of aspiration.</p> <p>Staff has accessed Makaton and Intensive Interaction training as well as Autism, Visual Impairment and Epilepsy Awareness and PECs training.</p> <p>Learning support assistants have had training for Numicon, Visual Models and Images, phonics, and specific literacy and numeracy intervention strategies.</p> <p>School staff is supported regularly by the Speech and language Therapist, Occupational Therapist and Physiotherapist.</p>
<i>How will my child be included in activities outside the classroom?</i>	<p>Our aim is to ensure that all children with SEND are able to access activities and school visits. Risk assessments are carried out to determine individual needs to ensure the safety of all pupils. Children who access the Resourced Provision also benefit from educational visits specifically tailored to their needs.</p>
<i>How will school help children to transfer to the next phase of their education?</i>	<p>As required, individual transition programmes are designed for children with additional needs. These are arranged and overseen by the Inclusion Manager, Learning Mentor and the Head Teacher. Meetings with parents can be arranged to discuss appropriate schools and visits organised in order to help parents to decide which school they wish their children to attend.</p> <p>The Learning Mentor works closely with high schools and supports children with their visits as needed.</p>
<i>How are the school's resources/funding allocated and matched to children's needs?</i>	<p>New Bewerley is funded on a national formula per pupil. Blocks of £6,000 are allocated to the school to support additional need. Each resourced place at New Bewerley receives £10,000. In addition to this, school can apply for 'top-up' funding, based on strict criteria if the child's needs exceed that which can be provided through the allocated funds.</p> <p>The school uses the SEN funding to support the specific needs of a child. It may be that a child requires 1:1 adult support for learning and medical and physical needs as well as for independence skills and personal care skills development.</p> <p>The Head Teacher and Governing Body make the final decisions about how funding is allocated.</p>
<i>How are parents/ carers involved in the school?</i>	<p>Through regular contact with teachers and support staff at the beginning and end of each school day, parents are encouraged to be actively involved in their child's education. Parents are represented on the Governing Body by Parent Governors. They act as a link between parents and the school.</p> <p>Parents are invited into school to take part in a variety of activities eg coffee mornings, training, celebration events, performances and concerts, school fairs and assemblies.</p> <p>The views of parents are sought through questionnaires and discussions.</p> <p>Newsletters are sent out to all parents regularly by the Head Teacher and class teachers to inform them of curriculum, events and important dates.</p>
<i>Who can I contact for further information?</i>	<p>For further information parents are welcome to contact:</p> <ul style="list-style-type: none"> * the class teacher * the designated SENCo (Miss Cunningham) * The Learning Mentor * The Deputy Head, (Mrs Krasinski) or the Head Teacher, (Mr German). * the school reception office and speak to administrative staff.

If you wish to contact school, then please call: 01132 8878718

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans may combine information from a variety of sources including Parents, Teachers, SENCO, Social Care and Health professionals. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of Professionals from education, health and social care as to whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Supporting children with medical problems

The school recognises that pupils at school with medical conditions should be properly supported so that 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 (SEN) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as special educational provision. In this case the SEND Code of Practice (2014) will be followed.

The school's policy for supporting pupils with medical conditions is available on the school website

Monitoring and Evaluation of SEND

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of termly parent evenings, open days, school council meetings, pupil centred reviews, pupil progress meetings and SEND reviews. The SENCO as part of school's leadership team observes teaching and attends Pupil Progress meetings to monitor progress on a termly basis in line with the SEN Code of Practice.

SEND provision and interventions are recorded on a provision map. This is updated by class teachers and is monitored by the SENCO. All interventions are monitored and evaluated termly by the SENCO using B Squared assessment or other evidence based data. The interventions team meet regularly to discuss children's progress and support each other. Information is fed back to the staff children and parents. This helps to identify whether provision is effective.

When a child no longer matches the definition of SEND they are removed from the register following discussion with teacher, child and parents.

Parental concerns regarding SEN

- 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 the subject teacher/personal tutor. Usually any problem can be dealt with at this stage.
- Arrange a meeting with SENCO - if conflicts cannot be resolved the Head teacher should be involved.
- Arrange a meeting with Special Needs Governor.
- Arrange a meeting with a sub-committee of Governors.
- Full Governors meeting.

At any point the parent may wish to contact Leeds SEND Information Advice Support Service (formally Parent Partnership) at www.leedssendiass.co.uk for advice.

Approved on: 12.10.15

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