

Special Educational Needs and Disabilities Policy

Review Date: Autumn 2024
Next review Date: Autumn 2025
Person in Charge: Headteacher Mrs. S. Armstrong
Governance: Chair of Governors Mr. G. Petrie

Link Governor Mr. G. Musson

School mission:

The school will aim to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

School vision:

'With God all things are possible'

Our vision for education is deeply Christian, and rooted in theology [Matthew 19 V26].

Our vision '**With God all things are possible**' speaks powerfully into the heart of all we do.

At Benedict Biscop 'With God all things are possible' is our way of expressing our role in the classroom, the staffroom, the yard and our wider community.

We seek through our Christian ethos to ensure all things are possible as:

- **We educate** our children through our curriculum, our practice and policies – giving them the skills, knowledge and understanding that will prepare them for life.
- **We seek to give hope and aspiration** to children, staff and parents. Giving both ambition and coping mechanisms for when things don't always go as intended, in the knowledge of a God who loves them.
- **We see and encourage all** to see each other as made in the image of God, but unique with children, staff and families valuing one another as God's children.
- **We serve our community** in school and beyond, by building relationships just as God lives in community as the Holy Trinity. We are most in God's image when we live in community, and that is how we encourage each other to flourish.

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 years (updated May 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2014)
- The Children and Families Act (2014)
- SEN Code of Practice 0-25 (updated May 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Sept 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- Child protection policy
- Accessibility Plan
- Whistleblowing and confidential reporting policy
- KCSIE [2024]
- Teachers' Standards (2012)

In light of the current SEND reforms this policy was created by the school's and Trust SEND team, with the link governor for SEND and in liaison with staff and parents of pupils with SEND.

What is Special Educational Needs?

A child has ***special educational needs*** if they have a ***learning difficulty*** which calls for ***special educational provision*** to be made for them.

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 schools within the area of the local education authority.
- is under five and falls within the definition at either or both the above or would so do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Special educational provision means:

- for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools in the area
- for a child under two, educational provision of any kind.

[Education Act 1996, Section 312]

Aims:

At Benedict Biscop C.E. Academy we aim to ensure that all children have access to a broad and balanced curriculum where tasks are matched to their needs. That all children have access to learning opportunities to extend their knowledge, understanding and skills; and that these opportunities promote independence and self-motivation, developing individual talents and raising self-esteem. This may include a personalised curriculum that builds on the key essential knowledge that our children may need to prioritise.

Our main aims of the policy are therefore to:

- set suitable learning challenges through our curriculum intent and implementation - giving every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.
- respond to our pupils' diverse learning needs – ensuring that planning approaches to teaching and learning are adapted so that all pupils can take part in and achieve in lessons fully and effectively.
- overcome potential barriers to learning and assessment for individuals and groups of children ensuring that planning and assessment highlight the type and extent of difficulty experienced by the pupil, so that appropriate support can be given.

Therefore, we believe that in pursuit of our aims we will:

- ensure that any child's special educational needs are identified as early as possible through ongoing assessment. This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school.
- make provision for a broad and balanced curriculum for all children
- plan appropriate work that is matched to individual children's needs and provide provision to enable pupils to overcome barriers to learning, ensuring that they have full access to the curriculum.
- provide good management of resources, including staff, to ensure all children's needs are met
- regularly monitor and review progress in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- take into account the wishes of the child concerned, in the light of their age and understanding
- work in partnership with parents and take into account the views of individual parents in respect of their child's particular needs
- ensure there is close co-operation between all the agencies concerned and a multi-disciplinary approach to the resolution of issues as set out in the code of practice (2014)
- create a school environment where pupils feel safe to voice their opinions of their own needs.
- encourage and praise all pupils to develop a positive self-image

Roles and Responsibilities:

Local Governing Body:

[In conjunction with the Headteacher]

- determine the school's general policy with approach to provision for children with special educational needs, establish the staffing and funding arrangements and maintain a general oversight of the school's work.
- appoint a link governor, with the responsibility for SEND and vulnerable groups, to take particular interest in and closely monitor the school's work on behalf of children with special educational needs. The school's current identified link governor is Mr. G. Musson.
- on an annual basis report to parents on the special educational needs provision in the school, through the school website [<https://www.benedictbiscopacademy.co.uk/send/>] and through our **SEND Information report**.

The headteacher Mrs. S. Armstrong:

- has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs.
- will keep the governing body fully informed about the provision for children with special educational needs.
- will work closely with the school's Inclusion Manager/SENDCO Miss. K. Worth to make informed strategic decisions regarding the curriculum and provision.
- will work closely with the school's Inclusion Manager/SENDCO Miss. K. Worth to provide a planned programme of professional development of staff, ensuring that they have the knowledge and skills to be able to support the abilities and needs of the pupils at Benedict Biscop C.E. Academy.

The Inclusion Manager/SENDCO Miss. K. Worth:

- work closely with the Headteacher to help determine the strategic development of the SEND policy and provision.
- have responsibility for the day-to-day operation of the school's SEND policy.
- have responsibility for co-ordinating provision for pupils with special educational needs through the targeted organisation of intervention ['targeted' provision].
- have responsibility for liaising with parents and ensuring that their voice contributes to decisions made about their child
- have responsibility for liaising with external agencies, including the LA's support and educational psychology services, health and social services, and voluntary bodies to provide 'Specialist Provision'.
- advising and supporting other practitioners in the setting, including subject leads.
- ensuring that appropriate support plans are in place for pupils accessing both 'targeted' and 'specialist' provision.
- ensuring that relevant information about individual children with special educational needs and disabilities are collected, recorded and updated.

The teaching and non-teaching staff:

- must be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs.
- be aware of their responsibility to children with special educational needs as defined in the Teacher's Conditions of Service and Teacher Standards.
- take into account the type and extent of difficulty experienced by the pupil when planning the curriculum and assessment.
- take specific action to provide access to learning, for pupils with special educational needs and disabilities, working closely with representatives of other agencies who may be supporting the pupil
- by providing for pupils who need help with communication, language and literacy planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
- planning for pupils' full participation in learning and in physical and practical activities
- helping pupils to manage their behaviour, to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress and to take part in learning

Admission arrangements:

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with an Education, Health and Care plan and those without.

All SEND paperwork should be passed to the SEND team by the previous school or setting/parents as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeder school and the receiving school's SENDCo to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made using the telephone to ensure that there is a good understanding of what type of provision is required.

At Benedict Biscop C.E. Academy we will do our best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

School approach:

At Benedict Biscop C.E. Academy class teachers are responsible and accountable for the progress and development of **all** the pupils in their class (including where pupils access support from a teaching assistant or specialist staff). The teacher must take steps to provide tailored learning opportunities (high-quality teaching) that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. At Benedict Biscop C.E. Academy this is referred to as '**Universal**' provision. At Benedict Biscop C.E. Academy we strive to provide a universal offer which is consistently high in all classrooms.

Any pupil who is falling significantly below the range of expected academic, and non-academic, achievement in line with predicted performance indicators will be monitored by the class teacher and will have the opportunity to access specific additional interventions to help accelerate their progress. Interventions are often targeted at a group of pupils with similar needs – usually children who are on the SEND register but not limited to. At Benedict Biscop C.E. Academy this is referred to as '**Targeted**' provision.

If it is felt that the child is likely to have special educational needs rather than just requiring targeted support then a Support Plan is drawn up, detailing provision and how it will be coordinated. The class teacher, with support from the SENDCO and in consultation with parents or carers, will draw up the agreed plan.

When a child has been identified as having SEND and steps have been taken for provision under targeted support, but the child has not progressed as expected, an assessment will be made to further identify specific areas of needs. After discussion with parents or carers, external professionals will be requested to make their own assessments of the child and provide support in the planning of extended provision, continued assessment and revised action points.

The school will make every effort to ensure that the additional advice provided is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and targets met. At Benedict Biscop C.E. Academy this is referred to as '**Specialist**' provision. External input may involve support and intervention, for example through specialist teaching or therapy. The school will coordinate these actions and will, together with the external professional, monitor, review and evaluate the effectiveness of interventions.

If a child has lifelong or significant difficulties they may undergo an Education, Health and Care Plan Assessment which is usually requested by the school but can be requested by a parent. The Local Authority will be given information about the child's progress over time and documentation in relation to the child's special educational needs. An assessment will occur when the Local Authority believes that the school has taken every step possible to support the child but is unable to provide the level of support needed alone.

The decision to make a referral for an Education, Health and Care assessment will be taken at a pupil's SEND review and the application will combine information from a variety of sources including.

High quality first teaching [**'Universal**' provision that we offer EVERY child in our care] and additional interventions [through both '**Targeted**' and '**Specialist**' provision provided additionally] contribute to our whole school approach so supporting the needs of **all** our learners.



Underpinning ALL our provision in school is the graduate approach cycle of:



ASSESS – Build a holistic picture of the pupil's learning needs by gathering information from several sources, such as the pupil, parents and carers, colleagues and external professionals

PLAN – Using the information gathered above, generate a hypothesis about the type of support that could work; this decision should consider the research evidence about effective classroom teaching strategies and targeted interventions as well as evidenced-based strategies by external professionals. (Personal Support Plan)

DO – Implement the planned support

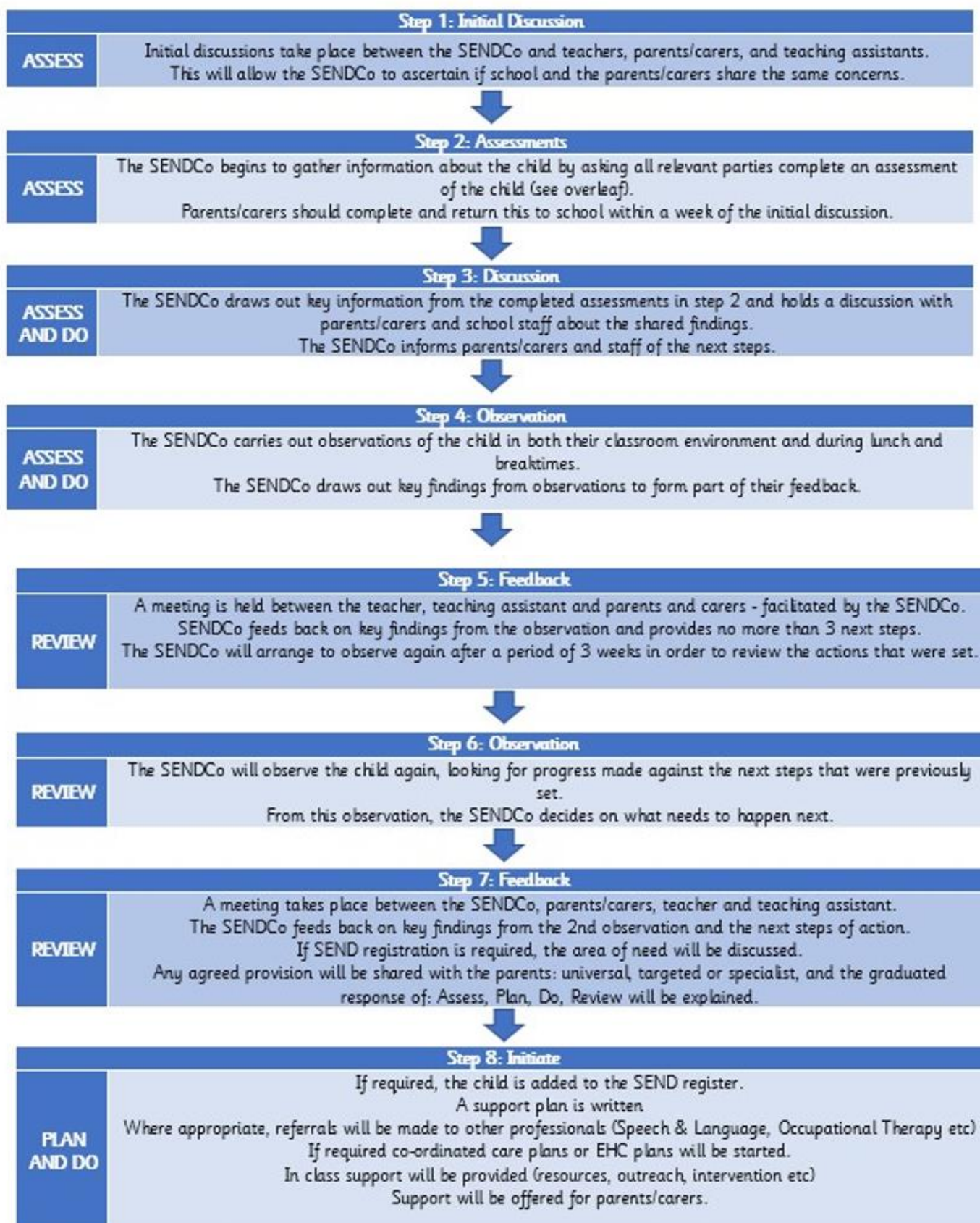
REVIEW – Did the support work?

Identification of Special Educational Needs:

Within Benedict Biscop C.E. Academy, we recognise that early identification and assessment of special educational needs is necessary to provide greater educational opportunities for each child and is also a crucial component to achieving good mental health and well-being for young people with SEND. This cannot be regarded as a single event but as an ongoing process throughout a school year.

We recognise that children have a special educational need if they:

- begin any of our schools with an Education, Health, Care plan
- are in the process of being assessed with regard to an Education, Health, Care plan, when they begin Benedict Biscop C.E. Academy.
- have been identified as having a special educational need in a previous school or early years setting.
- are experiencing communication and interaction difficulties **significantly greater than the majority of children of the same age.**
- are experiencing learning difficulties [cognition and learning] **significantly greater than the majority of children of the same age.**
- are experiencing emotional, behavioural and social difficulties.
- have a physical disability or sensory difficulty which either prevents or hinders them from making use of the educational facilities of a kind provided for children of the same age.
- have a serious medical problem which has implications for the learning process.



To help identify children who may have special educational needs, Benedict Biscop C. E. Academy will measure progress by referring to:

- the child's performance monitored by the teacher as part of ongoing observation and assessment.
- the outcomes from standardised assessments
- progress against age-appropriate objectives

- the child’s performance against the level descriptions within the National Curriculum at the end of a key stage
- standardised screening or assessment tools.

At Benedict Biscop C.E. Academy, we will be open and responsive to expressions of concern by parents, and take account of any information that parents provide about their child.

Facilities and interventions for pupils with SEND:

To ensure that staff are able to support different SEND needs, at Benedict Biscop C.E. we pride ourselves in ensuring that staff have access to high quality professional development and regular whole staff training: for example, our staff have received training with Treetops occupational therapy service to develop their understanding of sensory needs within the classroom and how these can impact on children’s learning as well as their emotional health and wellbeing. The school are a recognised THRIVE school alongside all other primary schools with the Northern Lights Learning Trust.

Every classroom has a sensory equipment box which all children can access when needed. All children also have access to equipment such as pencil grips, adapted scissors and stationary and ear defenders.

Within school, we have dedicated spaces for nurture and wellbeing within the school, these include:

- The Nest: A safe nurture space that encourages child led learning and sensory regulation in a less formal atmosphere than the classroom. This has sensory equipment such as low light spaces, lighting, bubble tubes and tactile equipment as well as a range of education toys and games for children who need further development of particular skills.
- Sensory Room: Our EYFS provision is equipped with a small sensory space for children who are overwhelmed or dysregulated within the Early Years provision.
- Room to talk: This dedicated space is accessible for all children and provides an opportunity for children to talk to trusted grown-ups in a safe space.

Children and young people’s SEND are generally thought of in the following four broad areas of need and support. Some children may fall into more than one category at one time and movement within these categories is fluid and regularly reviewed. Key provision has been identified under each broad area:

1. Communication and interaction

Our school is a language rich provision, right from the EYFS, where tier 1, 2 and 3 vocabulary is displayed and utilised by all staff.

Across school we also:

- Explicitly teach skills and model rules of social interaction through our PD curriculum and through intervention such as Fun Friends where necessary, for example through age-appropriate social stories.
- Tailor timetables and adult support where necessary to maximise preparedness for learning
- Positively reinforce good behaviour in line with the school’s Behaviour Policy and/ or with individualised motivators where appropriate.

- Use visual supports to define areas and structure the day, for example, visual timetable or 'Now and Next' boards.
- Give pupils a specific role in group work to support their interaction
- Understand and manage potential health and safety considerations, for example lack of an awareness of danger about running away/off site or using certain equipment.
- Ensure pupils are seated in the best place to reduce distraction and provide additional equipment to support concentration, for example wobble cushions, ear defenders etc.

2. Cognition and learning

Children at Benedict Biscop CE Academy benefit from a high adult to pupil ratio and this is used to benefit children with additional needs within their day-to-day classrooms, whether this is providing additional support or catch up or keep up interventions, which are reviewed half termly to identify any additional support or barriers to be addressed.

Across school we also:

- Embed use of metacognition strategies to support children's learning and inform teachers' assessment of pupils
- Regularly monitor pupil's understanding by asking the pupil to show or explain the instructions in their own words
- Provide scaffolding and resources to support children accessing their learning task or differentiating the task if necessary.
- Use of same-day catch up interventions when required and the use of specific targeted interventions, for example Lexia, Little Wandle phonics, lego therapy and tree tops occupational therapy.
- Provide additional processing time to respond to questions and tasks
- Provide opportunities for repetition and reinforcement
- Give information in small steps in clear, concise language
- Relate the work to the pupil's direct experience whenever possible and avoid the use of ambiguities
- Encourage the pupil to use strategies to process information e.g. silent rehearsal of instructions, identifying the important words in the instruction etc.
- School may also wish to seek external support from agencies such as Speech and Language or an educational psychologist.

3. Social, emotional and mental health

Children have access to sensory rooms and trained staff to help regulate and develop their understanding of their own and others emotional needs.

Our PD curriculum is specially written to ensure that our children learn about emotional health and wellbeing from an early age and where it is identified that children are struggling in aspects of this, interventions are implemented as soon as possible.

We also use the KIDSAFE program to support all children's emotional health and wellbeing.

Teaching assistants are trained in the delivery of the Fun friends programme.

Across school we:

- Adopt key principles of Thrive approach, including use of PACE and targeted interventions when appropriate.
- Access to the school nurture provision (The Nest) to support children to develop their self-confidence and develop coping mechanisms.
- Have a knowledge of the pupil and possible triggers and help to strengthen the pupil's self-confidence and help them to develop and implement coping strategies, such as breathing and expressive writing.
- Anticipate impending sensory overload in order to intervene at an early stage, or allow the pupil to remove themselves from the situation
- Have discussions with pupil and parents/carers about how support for emotional and mental health needs is managed
- Prepare the pupil for new or unusual experiences
- School may also wish to seek external support from agencies such as Sunderland Community, and the Behaviour Support Service.

4. Sensory and/or physical needs

All classroom-based staff completed entry level deaf awareness training in 2021 and were introduced to sign supported English.

Deaf friendly audits have been completed in conjunction with the children's sensory team and adaptations have been made based on suggestions from this.

We have a hearing loop system fitted in the hall and ipad software on specific devices that links to blue tooth software within particular children's hearing aids.

Across school we:

- Ensure every classroom is adapted to reduce visual or auditory distraction.
- Provide opportunities for alternative forms of recording e.g. use of technology
- Ensure staff use agreed verbal and visual cues if and when necessary.
- Provide clear expectations of activities are established with visual cues.
- Ensure teaching areas are kept tidy and uncluttered to support pupils' access to the environment.
- School may also wish to seek external support from agencies such as occupational therapy and any other relevant medical professionals.

Wider life of the school

At Benedict Biscop C.E. Academy we ensure that all children have access to wider curriculum opportunities. All children have been invited to take part in after school and breakfast provision and are supported by additional adults where necessary. All pupils have the opportunity to take part in the extra-curricular activities offered at Benedict Biscop C.E. This provision is carefully monitored to ensure that every child has an opportunity to engage throughout the year. Staff signpost opportunities to increase engagement and uptake.

Throughout the year, all pupils have the opportunity to engage in a range of enrichment activities such as educational visits, residential trips and collective worship.

Remote Learning:

Remote learning at Benedict Biscop C.E Academy will be provided via Showbie and MS TEAMS.

Children will be provided with the same curriculum remotely as in school wherever possible and appropriate. However, some adaptations may be required in some subjects. For example, Physical Education sessions may focus on key skills rather than specific games like hockey, as we are aware that families may not have access to specialist resources at home.

At Benedict Biscop we will provide a combination of both 'real time'/'live' lessons, videos, quizzes and activities. Lessons will follow the same elements of the effective teaching. They will build on the pupil's prior learning. Teachers will choose the most effective methods of delivery to enable them to best explain key concepts for pupils with SEND needs, personalising learning activities, resources and instructions to meet specific needs.

Children will receive feedback on all their learning. On Showbie feedback can be provided verbally and in written fashion, again supporting the needs and abilities of different learners.

We recognise that some pupils with specific needs or difficulties may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- provide personalised and bespoke learning support and tasks
- provide work linked to a pupil's specific targets and areas of development
- send home additional support resources
- provide live intervention sessions via MS TEAMS
- arrange/co-ordinate intervention from specialist services/agencies
- provide provision on site for pupils identified as vulnerable e.g. with an EHCP

Evaluation of the effectiveness and impact of provision:

At Benedict Biscop C.E. Academy we have internal processes for monitoring quality of provision and assessment of need. These include termly meetings and reviews with parents and children to ensure their voices are heard.

Termly support plans are written in collaboration with parents and children to ensure children have short term, achievable targets to work towards. The quality and effectiveness of these is monitored by the SENCO.

Half termly drop in's to classrooms have ensured the best provision is in place for children with SEND and those who are considered to be at risk of SEND.

As a trust, Northern Lights Learning Trust also monitors the effectiveness of SEND provision across the school to ensure that what is in place is effective and appropriate for all children.

Working in partnership with parents:

Benedict Biscop C.E. Academy has always believed that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic outcomes are set and met effectively

The importance of parental involvement is highlighted in the principles underpinning the Special Educational Needs and Disability Code of Practice 2014 (updated May 2015), which must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

The school welcomes feedback from parents all year round and parents can make a confidential appointment to speak to any member of staff including the Headteacher Mrs. S. Armstrong, the SENDCO Miss. K. Worth or their child's class teacher throughout the year for any reason.

Parents will be kept up to date with their child's progress through annual progress reports, during termly parents meetings, informal conversations with staff and at SEND review meetings. Parents will always be able to speak to school staff privately about confidential issues.

The school's link governor with responsibility for SEND is Mr. G. Musson. Mr. Musson may be contacted via the school office at any time in relation to SEND matters.

Complaints procedure:

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher Mrs. S. Armstrong or SENDCO Miss. K. Worth, who will be able to advise on the formal procedures for complaint. A copy of the school's Complaint Procedure can also be found on the school website within the policies section.

Signed:

Headteacher Mrs. S. Armstrong



Chair of governors Mr. G. Petrie

