**SEN Information**

**Bellfield Primary School**

**Saxby Road**

**Hull**

**HU8 9DD**

**(01482) 374490**

Date of Original Policy: 14.7.14

Date of last review: July 2017

Date of next review: July 2018

**Definition of Special Educational Needs (SEN)**

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

1. Have a significantly greater difficulty in learning than the majority of others of the same age; or
2. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

SEN Code of Practice 2014

**Definition of Disability**

“A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-today activities”

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

**1. Special Educational Needs for Which Provision is Made**

Bellfield Primary School currently supports children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN.

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)
2. Cognition and Learning, including severe learning difficulties )SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The school has direct experience of supporting children with a range of SEN.

**2. Policies for the identification and assessment of pupils with SEN.**

a) Any assessments made on entry to the school, during the school year on a whole school basis. This may include reading tests, standardisation testing, CAT testing or Early Years Foundation Stage profile.

b) Targeted assessments done on pupils with suspected special educational needs on entry to the school.

c) Details of any referral process whereby teachers are encouraged to raise concerns with the SENCo regarding the performance of pupils who they suspect of having special educational needs.

d) Yearly refresher training to all staff on signs, indicators and strategies for a range of SEN.

e) Pupils who do not make adequate progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist, IPASS, SENSS and Speech and Language Therapy Services.

**3. Policies for making provision for pupils with SEN**

The policies outlined in this section apply to all pupils with SEN, whether or not they have an Education, Health and Care Plan.

1. The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This will be formly reviewed termly by class teachers in collaboration with parents, the SENCo and the pupils themselves. Teachers will closely monitor the progress of pupils on a weekly basis using their 'Reach for the Stars' learning journey individual plans.
2. Pupils who are receiving support that is additional to or different from their peers, due to special educational needs, will be assessed on a termly basis in all their subjects in line with the whole school policy of termly assessment of progress. In addition, these pupils may be assessed in more specific area(s) of difficulty.
3. The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. Some of the interventions that are used at Bellfield Primary School are:
4. In class support, where the teacher or teaching assistant may support one or more children to understand the content of the lesson.
5. Small group withdrawal, where a member of staff may deliver a short term literacy, numeracy or other intervention to a small group of pupils.
6. One to one withdrawal, where there may be a targeted support in their area of need.
7. One to one reading intervention based around a 10 week period of focused support
8. Particularly weak and vulnerable children take part in a nurture group for a percentage of time, possibly through withdrawal and or more adhoc support during break and lunchtimes
9. Additional support for pupils with SEN is provided in the form of:
10. Small group withdrawals for literacy and numeracy
11. In-class TA support
12. Social skills groups where appropriate.
13. For some pupils, in a small number of cases, it may be necessary to provide supervision during unstructured times.
14. A variety of inclusion sports activities are held throughout the school year and pupils with special educational needs are encouraged to participate. Pupils are also actively encouraged to participate fully in all school activities, for example school productions.
15. Additional support is provided for pupils requiring emotional and social development in the form of social skills groups, friendship groups and draw therapy.

**4. Contact details of the Special Educational Needs co-ordinator.**

SENCo name: Miss Anna Howard

Contact Telephone number: (01482) 374490

Email: ahoward@bellfield.hull.sch.uk

**5. Expertise and training of staff in relation to children and young people with special educational needs**

SENCo has completed the required National SEN Qualification (Post Graduate Certificate)

Existing training already undertaken, including safeguarding.

Ongoing policy of CPD for all staff including teachers, teaching assistants and ancillary staff on special educational needs.

Staff will seek training from outside support agencies when necessary including outreach and transitional support (see local offer for list of external agencies).

Staff will also attend training courses provided by the local authority.

All staff receive yearly phonics, reading and maths in-house training

SEN support Team have all been trained additionally in speech and language, reading, maths and a highly structured dyslexia program.

**6. Equipment and facilities to support children and young people with special educational needs**

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies.

These may include IPASS, who can provide specialist equipment for physical, visual, and hearing needs.

Pupils within KS1 receive Numicon home/school support materials

Pupils with Dyslexia or Dyslexic tendencies are provided with a Toe-by-Toe materials to use in school and at home during holiday periods. (training is given to parents on how to follow this highly structured program)

**7. Arrangements for consulting parents of children with special educational needs about the education of their child.**

Parents/carers are involved at each stage of the “Assess, Plan, Do and Review” process. Parents/carers are invited to discuss with the SENCo (and/or class teacher/form tutor) the needs of their child in the first instant. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child’s needs can be met. Therefore parents/carers have an active role in the planning and decision making regarding their child’s provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

1. Liaison with the class teacher .
2. Parent Consultation days when advice and support in helping their child at home can also be given.
3. 'Small Steps' coffee mornings. During these mornings a person centred approach allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.
4. Regular text, email or phone calls home to provide parents/carers with positive information about their child's learning

**8. Arrangements for consulting young people with special educational needs about their education.**

a) The child/young person is involved (as is appropriate) at every stage if the assess, plan, do review process:-

(i) At the initial assessing and planning stage in order to support a person-centred approach, the child/young person’s wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.

(ii) Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person may be made in order to gather information regards their likes, interests, dislikes and difficulties.

(iii) The thoughts and opinions of parents/carers, and those who know them best, may also be sought.

(iv) Any documentation used as part of the agreed provision (for example, Individual Education Plans or similar) will have a ‘child friendly’ section which is shared with the child/young person so that they are able to understand all aspects of their support.

b) The child/young person is able to discuss any aspect of their provision in a number of ways:-

(i) Informally with their class teacher on a regular basis.

(ii) Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision.

During these discussions/meetings a ‘person centred approach’ allows for professionals and parents/carers and the child/young person to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

**9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school.**

Complaints about SEN provision within the school are first dealt with by the SENCo (Miss Anna Howard) during arranged meetings. If you have any concerns or complaints you should firstly seek a meeting with the SENCo.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head Teacher (Mrs Claire Mudd) during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body must become involved. (Governor with responsibility for SEN is Mrs Mandy Taylor)

**10. How the governing body involves other bodies in meeting the needs of pupils with special education needs.**

Where a school has concerns where a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and / or other professional support service, or voluntary organisation. These may include:

* Educational psychologists
* Speech and Language Support Agency
* ASD Team
* National Autism Society
* IPaSS – Integrated Physical and Sensory Service (Visual/Hearing/Physical)
* Social Care Team
* Children’s Centres
* CAHMS for Mental Health Needs
* Rowan Centre – Home Education Support
* Echoes
* Kids – Parent Partnership
* School Nursing Team
* Whitehouse Unit (Behavioural Support outreach service)
* Cruze / Dove House Bereavement Support Team
* Sibling Support Services – Barnado’s
* Traveller Education Team
* Northcott Outreach Service
* Police

Links to all of these can be found in the Hull Authority Local offer.

Advice may be sought from one or several providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

* Cognition and Learning
* Communication and Interaction
* Sensory and/or Physical

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

**11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

All contact details are detailed in the links provided in the Hull Authority Local offer.

**12. Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

All children with special educational needs will require support and planning when they transfer between key stages from 0-25.

For example:

Preschool – Nursery – Foundation – KS1 – KS2 – KS3 – KS4 – KS5 – Higher Education/College – Independent Living

Where a child has a Statement of Special Educational Need or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to transition to Secondary School. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 or Year 9 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools or colleges at the next key stage to help an informed choice to be made. The SEN team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs and many education providers now offer additional visit time, weekend schools and / or transition meetings to support all new pupils. Other consideration could also be given to the use of social stories, transition activities / programmes and / or communication passports. All of these can help to support children and prevent vulnerability during their transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

All children with a Statement of Special Educational Need / Education Health Care Plan, must have their secondary transfer placement confirmed by 15th February in Year 6.

Dependent upon the schools setting, they may wish to elaborate on the specific arrangements that they have in place to support pupils with SEN through the transitions they are involved with.

**13. Information on where the local authority’s offer is published.**

This section will simply be a link to the local authority website where their local offer is published.

www.hullcc.gov.uk