



We Work, We Play, We Care, We Pray



Bishop Bridgeman C.E. Primary School

Rupert Street, Bolton BL3 6PY

Telephone: 01204 333466

Fax: 01204 333467

Email: office@bishop-bridgeman.bolton.sch.uk

Headteacher: Mrs J Pilling B.Ed (Hons)

Special Educational Needs (SEN) Policy

Special Educational Needs Coordinator: (SENCO)

Mrs Hafeji

SENCO Award for Special Educational Needs Co-ordinator has been completed.

At Bishop Bridgeman CofE Primary School we believe that all children have the right to a broad and balanced curriculum including the National Curriculum. Each child is valued and encouraged to develop in all that they do. Everyone at Bishop Bridgeman CofE Primary School is committed to providing exciting and creative opportunities to enable any child with SEN to be included fully in all aspects of school life. The Special Needs policy at Bishop Bridgeman CofE Primary School supports our mission statement and ethos of 'promoting the development of happy and confident learners, so that each child can achieve his or her potential'.

Aims:

In implementing the schools' Special Education Needs Policy, it is our aim to ensure –

- That there is a whole school approach to Special Education Needs.
- That the Code of Practice (2014) will be adhered to when carrying out duties towards all pupils with SEN.
- That children having Special Education Needs are identified and appropriate provision is inputted as quickly as possible.
- Human and material resources are utilised efficiently and effectively, thus allowing the development of all children.
- That there is a consistent system of planning and monitoring children's progress in order to facilitate the identification of children with SEN so that appropriate provision can be made at the earliest stage possible.
- That parents of children with Special Need Education Needs are kept informed of their progress through meetings, telephone calls and letters.
- That all staff are well supported and are enabled to have confidence in the provision of children with Special Education Needs made within their class.





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- That children regularly participate in their own target setting and evaluation of progress and provision through Assertive Mentoring Meetings.

Objectives:

- To ensure all children have the greatest possible access to a broad, balanced and differentiated curriculum, which is appropriately matched to the individual, needs of the child.
- To have curriculum documents, assessment and record keeping systems in place to ensure a cycle of planning, teaching and assessing which takes into account the range of abilities found within our school.
- To realise that Special Education Needs of children can vary greatly to include behavioural problems, physical disabilities, learning difficulties, language and communication needs and social difficulties or a combination of any of these.
- To ensure that all teachers at Bishop Bridgeman are aware of the importance of identifying, and providing for, those pupils who have SEN.
- To consult with the Local Authority and other outside agencies when required in order to further support the needs of any SEN pupils.
- To gain the views of both the child and parents at all points in order to provide the most effective and personal provision for pupils with SEN.
- To recognise that both parents and children have a vital role to play in supporting their child's education.
- To monitor the effectiveness of SEN provision including how funding, equipment and personnel resources are deployed at least annually, and report on the implementation of the school's policy within the context of the school profile.
- The SENCO (Mrs Hafeji) will work closely with all staff, parents, carers and children and will ensure that the SEN policy is followed and updated.

The Role of the Special Needs Coordinator:





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- Timetable termly review meetings with staff.
- Lead review meetings, discussing and identifying the special education needs of children in each class and identifying the level and type of support needed for each child.
- To involve parents and keep parents informed of their child's progress.
- To ensure that staff's planning meets the child's needs.
- Arrange or lead in-service training requested by staff in the area of special needs education needs.
- Ensure that Special Education Needs support staff have the skills, knowledge and resources to meet the needs of children with special education needs.
- Liaise with the Principal and Governors with responsibility for special education needs on a termly basis to discuss any issues from the review meetings.
- To liaise with L.E.A regarding statemented pupils and formal assessments.
- Liaise with external agencies as and when required.
- Completing / updating the annual audit of children with Special Education Needs at Bishop Bridgeman.

Identifying Special Educational Needs:

At the heart of the work of the school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes, and interests of the children. The majority of children will learn and progress within these arrangements. Assessment is seen as a continuing process. Assessment against the National Curriculum level descriptors for each subject will enable the school to consider the individual child's attainment and progress against the expected levels for the majority of their peers. The Literacy and Numeracy Frameworks for teaching also provide a basis for assessment against national norms. On-going observation and assessment through class teachers' monitoring; outcomes from baseline assessment and test results also alert staff to pupils who may have difficulties. Those children whose overall attainments, or attainment in specific subjects, fall significantly outside the expected range may have Special Educational Needs.

We closely monitor all children from entry into the school, and respond to information about a child's SEN identified before he/she starts at Bishop Bridgeman. If a teacher has a concern about a child this will be raised with the parent so that, working together through normal differentiation and interventions, the child's needs can be met and he or she can make adequate progress. We recognise the importance of early identification, assessment and provision for any child who may have SEN. The earlier action is taken, the more responsive the child is likely to be, and the more readily intervention can be made.

Teachers' planning should consider the kinds of options and the variety of activities available within the class setting to enable children to access the National Curriculum. Teachers' planning should be flexible in order to recognise the needs of all children as individuals, and to ensure progression, relevance, and differentiation.





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Cognition and Learning:

- Formative teacher assessment within class.
- Use of summative assessments.
- Monitoring of progress made across a range of subjects.

Communication and Interaction:

- Information from parents.
- Information from Speech & Language therapists following referrals in or out of school.
- Formative assessment of communication development.

Emotional, Behavioural and Social:

- Information from parents.
- Monitoring of progress in related areas in EYFS.
- Observation in class, playtimes, lunchtimes.
- Behaviour logs, changes in attitude etc.

Sensory and/or Physical:

- Information from parents/health visitors/school nurse.
- Age-related checks e.g. vision/hearing.
- Observations in P.E. at playtimes.

A Graduated Approach:

Please see the flow chart below that clearly shows Bishop Bridgeman's graduated approach to SEN Provision.



INVESTORS
IN PEOPLE | Silver

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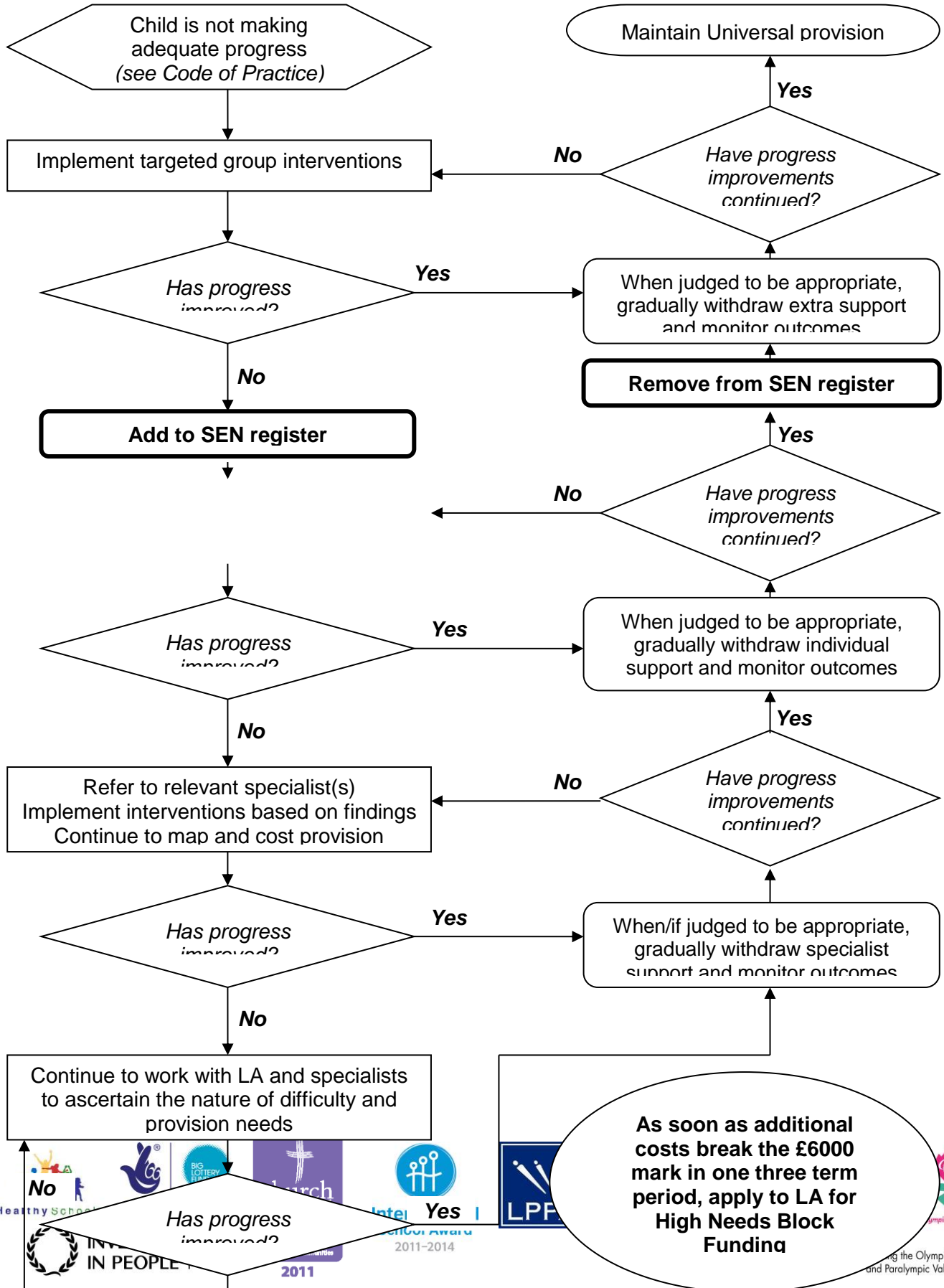
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In consultation with the class teacher, assessment coordinator and the classroom staff who often works closely with the SEN child, those children who are still failing to make the desired progress will be identified. As a result they will access withdrawal groups with a classroom assistant or teacher. The activities provided within these groups will be planned and monitored by the class teacher in consultation with the SENCO to enable the child to meet their identified targets. Progress for such a child is reviewed and discussed by the class teacher, and supported by the SENCO.

The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Through the school's Assertive Mentoring System every half term children will be kept up-to-date and fully integrated into their learning, next steps and setting future targets and long term goals. Targets and any additional information will be shared and reviewed by class teachers, parents and the SENCO.

Parents will always be consulted and kept informed of the action to help the child, and the outcome of this action. Parents will receive a copy of their child's targets and they will be thoroughly discussed alongside levels and agreed next steps at parent's evenings and any other required opportunities with class teacher and/or SENCO.

For those children who are still not making expected progress then additional help and support maybe requested through referring to external agencies, such as Speech and Language, Ladywood Outreach Service etc). A request for help from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents and the child.

The external support services will usually see the child in school if that is appropriate and practical. They can then advise teachers on any new required targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for practical activities. The external support services will normally need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The SENCO will take the lead in any further assessment of the child, planning further interventions for the child in discussion with colleagues, monitoring and reviewing the action taken. Both parents and the child will always be kept informed.

School Requests for an Educational, Health and Care Plan:

If any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success, and alternatives have been tried, the SENCO in consultation with parents, the child and any external agencies already involved, may make a





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referral to the Local Authority for an Educational, Health and Care Plan. Whilst the Local Authority is considering the referral and whilst any subsequent statutory assessment is being made, the child should continue to receive additional interventions from school and any involved outside agencies.

Referrals for an Educational, Health and Care Plan will be considered and initiation determined by a multi-agency panel (ISAP – Initiation of Statutory Assessment Panel). This will consist of Local Authority, educational settings, health, and social care representatives. ISAP meet at regular monthly intervals throughout the academic year.

The ISAP will determine, on the evidence submitted by the educational setting, if the child/young person's needs require initiation of an Educational, Health and Care Plan. A Statement will be awarded when a child/young person's learning difficulties:

- Have not responded to relevant and purposeful measures taken by the school and external specialists;
- May call for special educational provision that cannot reasonably be provided by the school.

If the panel do not agree that an Educational, Health and Care Plan is required, this will be fed back to the school with the reasons for this decision.

If an Educational, Health and Care Plan is awarded the Local Authority must check the child's progress (at least once a year) and make sure that the statement continues to meet his or her needs. This is done through a Person Centred Review (formerly – Annual Review) to which all involved with the child's education are asked to contribute, including the parents and the child.

The school will support and advise parents and children throughout the process in order to ensure that their contributions are valued and added to the Educational, Health and Care Plan.

Training and Resources:

The school arranges training for all staff in order to ensure that they are fully equipped to work with a variety of different SEN needs and requirements. Advisory support from LA specialist SEN teacher is used to support the SENCO in carrying out assessments on pupils, offering advice on future strategies to aid pupil progress and planning appropriate programmes. In addition, teaching time is allocated specifically to children with SEN, according to their need, where they receive small group or individual support from the SENCO, or other teaching staff, classroom assistant or Pastoral Manager. This may consist of working with children in the classroom or in withdrawal groups, as appropriate. Where it involves spending some time outside the ordinary classroom, it will nonetheless be in the context of the inclusive curriculum.





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SEN also receives an annual allocation from the school's budget for the purchase of physical resources. The SENCO is responsible for the management of this budget. Resources are kept centrally and all staff has access to them.

The co-ordinator attends courses to further her expertise in this area and reports back to staff as appropriate. All teaching staff are encouraged to attend courses to aid their personal professional development. SEN will, from time to time, be a particular focus for whole school development within the context of the school's development plan and training may be delivered to all staff by either the SENCO or experts from external agencies. Staff may attend in service training either provided within school or by an outside trainer. This might be on the basis of an identified whole school need, or that of an individual. Cost of training will normally be met from the school's training budget.

Roles and Responsibilities:

Governors:

The Governing Body will, in co-operation with the Principal and SENCO, determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

SEN Governor: Mr S Hafeji

Principal:

The Principal has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The Principal will keep the Governing Body fully informed and also work closely with the SENCO.

Teaching and Support Staff:

Staff will be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.

Parents:

Partnership with parents plays a key role in enabling children with SEN to achieve their full potential. Parents are told when a child is first identified with SEN and are told about the Parent Partnership Service delivered by the Local Authority. We aim to keep parents involved in the school – based response for their child, and to ensure they understand the purpose of any intervention or programme of action.

Parents have a legal duty to make sure that their child receives suitable education. In working with schools they should communicate regularly with school staff and alert them to any concerns they have about their child's learning or provision, and fulfil their obligations under home – school agreements which set out the expectations of both sides.





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As soon as parents feel that their child may have a special educational need and may need different arrangements made for them, they should discuss the matter with the school. The school will listen to, and take parents' views and concerns into account when considering any intervention. Where a child is provided with any additional or different intervention, parents will be actively encouraged to play a part in the processes of planning and reviewing their child's targets and next steps.

Role of the SENCO:

Mrs Hafeji is our Special Educational Needs Co-ordinator (SENCO). She will be happy to provide any additional information. Parents can see her by arrangement, or can contact the Principal, Mrs Hafeji.

The SENCO has responsibility for:

- overseeing the day to day operation of the school's SEN policy;
- co-ordinating provision for children with SEN;
- liaising with and advising fellow teachers;
- managing learning support assistants;
- overseeing the records of pupils with SEN;
- liaising with parents of children with SEN;
- contributing to the in-service training of staff;
- liaising with external agencies including the Local Authority's support and educational psychology services, health and social services, and voluntary bodies.

Transfer of Records:

When children transfer either to another primary school or a secondary school, transfer forms are completed and sent to new schools along with any other relevant information. Before transfer to secondary schools, liaison with the special education needs department takes place thus ensuring continuity of education.

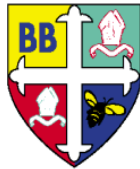
Storing and Managing Information:

All SEN Documents are kept in the SEN office and locked away; only the Principal, SENCO and Pastoral Manager have access to the documents, however when required appropriate information will be shared with relevant staff.





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Complaints:

If parents have any complaints about the special needs provision within the school hopefully this can be resolved by talking with the class teacher. Should this remain unresolved then the Special Education Needs Coordinator and Principal may become involved.

Reviewed: October 2017

Next Review: October 2018

