



Aims:

- To create an environment that meets the special educational needs of each pupil
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for a pupil's special educational needs;
- To enable all pupils to have full access to all elements of the school curriculum;
- To ensure that parents/carers are able to play their part in supporting their child's education;
- To ensure that our pupils have a voice in this process

This policy ensures that curriculum planning and assessment for our children with their varied special educational needs takes account of the type and extent of the difficulty experienced by the child.

Legislation and guidance:

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information repo

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

SEND Leader

The SEND Leader is Toby Ellis

They will:

- Work with the Local School Board to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and Local Schools Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

The Local School Board

The Local School Board will:

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Local Schools board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the send leader to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Our school currently provides additional and/or different provision for a range of needs, including:

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia

Educational inclusion:

Within the Bowman we aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations of all our pupils. We aim to achieve this through the removal of barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Teachers and other support staff respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all their senses and varied experiences;
- Planning for children's full participation through learning, and physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;

- Understanding the difficulties faced by our children resulting from their diagnosed conditions and needs; Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

All the children who join us have already been in some form of education. In most cases children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our pupils.

If required our children have an Education, Health and Care Plan implementation meeting within 6 weeks of their arrival at the school. The Education, Health and Care Plan are reviewed annually. The review process allows for any amendments to be made to the EHC plan in relation to Education, Health and Care to ensure that it is up to date for the individual and their needs. A report on pupil progress in all subject areas is also shared with parents/carers.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this.

Allocation of resources:

The SEND leader/Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school above that provided with a standard classroom situation.

Assessment:

We recognise that the identification of a child's need can be made by a number of people including G.P., Health Visitor, previous teacher/educator, parent.

- The class teacher and the SEND Leader/Headteacher assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- The SEND Leader/Headteacher works closely with parents/carers and teachers to plan an appropriate programme of support.
- The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SEND Leader/Headteacher can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Access to the curriculum:

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Pupils may be taught 1:1, in small groups or whole class depending upon the activity. Alternative Provision may also be available where appropriate.

All planning, both, medium term and short term is highly differentiated within each class. Each class has a full-time equivalent teacher/instructor and a learning support assistant where applicable. School staff are supported by Speech and Language Therapists, Physiotherapists, Occupational Therapists and specialist teacher advisors where and when appropriate.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Every pupil has their own EHC targets which identifies long term and short term objectives. Target setting, which is employed through a small-steps approach; feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one- to-one situation outside the classroom.

Our aim is to provide a curriculum that is relevant, broad and helps our pupils to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences.

Partnership with parents/carers:

Bowman works closely with parents/carers in the support of those children with special educational needs. We encourage an active partnership through an on- going dialogue with parents/carers. We take into account the parents/carers concerns and we ensure that everyone has an understanding of the agreed outcomes. Parents/carers have much to contribute to our support for children with special educational needs.

Pupil participation:

We encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates particularly to the election of the school council, and their involvement in the school decision-making.

Children are involved at an appropriate level in setting targets and are encouraged to make judgements about their own performance in lessons. We recognise success here as we do in any other aspect of school life.