

BETHANY SCHOOL SEND POLICY

February 2022

This policy includes our admissions statement for children with SEND and should be read in conjunction with our Admissions Policy and Accessibility Plan.

PRINCIPLES AND OBJECTIVES:

Bethany School follows the Biblical principle that all people have equal value. We celebrate all children as being made in the image of God, and therefore equal both in their value to God, and subsequently in our responsibility as educators to recognise the individual needs and disabilities he has given them, thus equipping each child to fulfil their God given purpose.

“For you created my inmost being; you knit me together in my mother’s womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well. My frame was not hidden from you when I was made in the secret place, when I was woven together in the depths of the earth. Your eyes saw my unformed body; all the days ordained for me were written in your book before one of them came to be.” The Bible: Psalm 139:13-16

Bethany School has regard to the definition of SEND stated in the 2014 SEND Code of Practice: “A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means that he or she has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) 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
- c) are under compulsory school age and fall within the definition at a) or b) above or would do so if special education was not made for them.

A *disability* is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.' Not all children and young people with a disability have SEN but often there is an overlap.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

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

We endeavour to monitor all pupils who are not making adequate progress in the four broad areas specified in the SEND Code of Practice i.e. communication and interaction needs, cognition and learning difficulties, social, emotional and mental health difficulties, and sensory and/or physical development.

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We work closely with all parents to listen to their views so as to build on children’s previous experiences,

knowledge, understanding and skills so that they develop in all aspects of the curriculum.

Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEND.

Monitoring the progress of all children/pupils is an ongoing process which enables early identification of any children who may require additional or different provision to be made. We do not have the expertise to diagnose SEN conditions, and therefore will always recommend to parents to obtain a professional assessment, if possible through their G.P. or appropriate agencies.

We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our policy for Equal Opportunities.

Pupils with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.

Parents are encouraged to discuss any issues and concerns with the class teacher and/or SENDCO.

MANAGEMENT OF SEND WITHIN THE SCHOOL

Parents will always be kept informed of any additional or different provision being given and invited to contribute to any review meetings about their child.

Pupils who make slower progress will be given differentiated learning opportunities to help them progress, with monitoring of their progress, which will involve the parents/carers and children in working in partnership with the school. However the school does not have expectations of class teachers regarding Special Needs provision beyond what is professionally expected in any other curriculum area.

All children will receive a broad and balanced curriculum, relevant to the needs of the individual and the following will be taken into account:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We aim to recognise strengths as well as weaknesses and try to involve all children in the activities of the school.

Early identification assessment and intervention are recognised as the key to meeting the needs of the individual children.

RESPONSIBILITY FOR CO-ORDINATION OF SEND PROVISION

The SENDCO (Special Educational Needs Co-ordinator) for our school is Anna Daniels.

The Head Teacher:

- Ensures that where resources allow, reasonable provision is made for pupils who have SEND
- Ensures that the needs of pupils with SEND are made known to all who are likely to teach them.
- Ensures that teachers are aware of the importance of identifying, and providing for, those children with SEND as much as current available classroom resources allow and within the professionally expected expertise of a mainstream class teacher.

- Ensures that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Has regard to the Code of Practice when carrying out its duties to pupils with SEND
- Ensures that parents are notified of the decision of any extra provision being made for their child

The Governing Body is involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

The quality of SEND provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEND policy is issued annually and sent to Governors.

SEND provision is an integral part of the School Improvement Plan.

ARRANGEMENTS FOR CO-ORDINATION OF SEND PROVISION

The SENDCO is responsible for:

- overseeing the day-to-day operation of the SEND policy
- co-ordinating provision for children with SEND
- ensuring there is liaison with parents and other professionals in respect of children with SEND,
- managing learning support assistants
- ensuring that appropriate *IEPs* are in place, that relevant background information about children with SEND is collected, recorded and updated
- liaising with external agencies

Liaison is ensured by written and verbal communication.

All staff are responsible for children with SEND

ADMISSION ARRANGEMENTS

Provision for children with SEND is a matter for the school as a whole.

We welcome all children to our school, including those with SEND, working together with families and the LA to make appropriate provision for their needs. However we also acknowledge that our non-maintained, mainstream setting may not be the most appropriate provision for all children with special educational needs. Bethany School has regard to the need for appropriate education as stated in the 2014 SEND Code of Practice:

“6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to: achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.”

We therefore assess needs on a case by case basis, taking into consideration the child's special education provision specified in Section F of their EHCP. Consideration will also be taken as to whether the LA will name Bethany School on the EHCP as a suitable provision. A child will only be admitted to Bethany if the EHCP education provisions can be realistically met within our non-maintained, mainstream setting. A child with known SEN, but no EHCP will be required to provide suitable current evidence (eg. Diagnosis, Educational Psychologist Report, IEP/My Plan from previous provision), which will be used to decide whether Bethany School is an appropriate provision to meet their needs. Bethany School will always try to work with parents and the LA to provide for a child's SEND needs. When making the final decision

regarding whether we can admit a child with SEND we will consider the current level of resources we have and any extra capacity within these resources. We prioritise meeting the needs of the children with SEND that we already have in school, over meeting the needs of a prospective pupil. Where possible we make our decisions based on the Sheffield Support Grid levels as identified in the child's current EHCP/My Plan. <https://www.learnsheffield.co.uk/Downloads/Sheffield%20SEND%20Support%20Grid.doc>

As a high level of our support resources are met by untrained volunteers we are therefore always limited in the support we can offer, and also in the consistent nature of this support, both from one year to the next in our ability to admit pupils, and in the continuing nature of our provision, and although we strive and prioritise to continue to meet the needs of a pupil we have previously admitted, we recognise that this is not always possible, especially if their needs become more complex.

All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed.

Pupils with EHCPs are admitted into school (where resourcing their provision is possible) and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

SEND PROVISION

We do not suggest to prospective parents that we have any special expertise in the diagnosis or remediation of SEND. The following list shows the special educational needs that we have experience in supporting as a school and would realistically consider ourselves able to provide for (at a level normally no higher than Level 2 on the Sheffield Support Grid depending on the nature of the need). This ability is dependent upon our school's level of current financial resources and numbers of volunteers and is not therefore guaranteed. We are willing to work with parents/specialists to look into whether we could support needs not listed here.

- **Autistic Spectrum Disorder**

Some staff have experience in teaching children with ASD. Further training may be available for staff if needed.

- **Moderate Learning Difficulty**

Programmes of intervention can be implemented to aid progress in cognition and learning.

- **Multi-Sensory Impairment**

Some staff have experience in teaching pupils with sensory processing disorder. Parents would be asked to supply apparatus for staff to use where recommended and realistically possible within the classroom setting (eg. theraband, move-n-sit cushion). Due to classroom sizes it is not normally practical to provide low sensory areas or particular lighting etc

- **Physical Disability**

The school has wheelchair access to most areas (but not the SEN room), with the provision of a lift, wheelchair stairlift and ramps. The school has 2 disabled toilets (1 in each building), one of which has a hoist. Hand rails are provided. We do not have staff to provide assistance/ongoing support to pupils in using specialist equipment, and would look to availability of volunteers to provide it, or for the child's parents to acquire grants to provide this support.

- **Social, Emotional & Mental Health**

Some staff have experience of teaching children with anxiety, attachment disorder & ADHD. Further training may be available for staff if needed.

- **Specific Learning Difficulty**

Some dyslexic Classroom techniques are practised in the school. Some intervention is available where required. Dyslexia, Dyscalculia and Dyspraxia training may be available to staff if required.

- **Speech Language & Communication**

Some programmes of intervention can be implemented to aid progress in speech and language development. Further training may be available for staff if needed. The school does not have access to Speech and Language therapists visiting school to work with children.

FACILITIES FOR THOSE WITH SEN OR WHO ARE DISABLED

- A designated SEND intervention classroom (not accessible to wheelchair users)
- Wheelchair access to both buildings, including a lift and a wheelchair stair lift
- Disabled toilets (one including a hoist) with hand rails
- Ramps to outside doors to allow for wheelchair access
- Most classrooms are carpeted (excluding cloakroom, Junior class and practical areas), and have rubber soled tables and chairs, giving improved acoustic conditions for all pupils, and in particular, for hearing-impaired pupils.
- Blinds and curtains in some classrooms to reduce glare. This is not possible in all classrooms due to the height/size/shape of the windows.
- Individual adaptations will be made where reasonable for specific pupils e.g. chair supports and individual work stations. Parents may be asked to help finance this.

ALLOCATION OF RESOURCES FOR VULNERABLE PUPILS, THOSE WITH SEN OR WHO ARE DISABLED

A proportion of our budget is allocated for employing a part time SENDCO and a part time intervention worker. A budget for staff training and resources, (including identified materials for use to support children who need additional or different activities) is not guaranteed, and will depend on the projected giving for any given academic year.

Any further provision of additional support is given by volunteer support workers. As an independent school, we do not receive the delegated SEN budget. High Need Top Up funding is available in exceptional circumstances, with Sheffield City Council setting the criteria.

IDENTIFICATION, ASSESSMENT, MONITORING AND REVIEW OF PUPIL NEEDS AND PROGRESS

IDENTIFICATION AND ASSESSMENT

We are committed to the early identification and intervention of children who may have SEND.

Observations are made in a variety of contexts (including whole class, small groups, interventions) as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from the previous schools the children may have attended.

Bethany School do not have the facilities to make formal diagnoses of SEND, and will normally recommend that parents seek professional advice for obtaining a diagnosis. This is usually done through visiting the family GP. Where appropriate school will provide a letter detailing their observations, to help the GP to make the relevant referral.

The graduated response, adopted in the school, through the monitoring of individual children's progress, recognises that there is a continuum of needs. This is recommended in the SEND Code of Practice.

Interventions are instigated by teacher request, and are targeted, with measurable outcomes in mind. They are carried out in a time limited manner, with baseline and review assessments carried out when appropriate. The progress/observations made during interventions is fed into the decision-making process for the continued support required for the child in their **IEP/My Plan**. This is implemented using the Plan, Do, Review cycle.

If a teacher identifies a child who has/may have SEND it may be necessary to devise an Individual Education Plan (IEP). Depending on the complexity of needs, this will either take the form of a list of strengths, weaknesses, and support strategies, or for children whose needs are more complex, a My Plan

(Sheffield City Council's IEP format). Both of these documents set out any arrangements that are additional to and different from the usual curriculum, as well as those normal classroom techniques that are essential for the learning advancement of the pupil. The main class teacher/head of department liaises with the SENDCO and parents/carers and involves them in setting support strategies, outcomes and resources to be used. These are shared and reviewed each term, or as appropriate. Both forms of IEPs are implemented using the Plan, Do, Review cycle.

Parents/carers may be requested by school to seek further advice, and professional support considered necessary for the individual needs of the child. This could include professionals from health, social services or support services. The school may request that parents commission a private education psychological report.

Any appropriate advice, diagnosis etc from outside professionals will be taken into account when writing and reviewing the IEP.

MONITORING AND REVIEW

The IEP is reviewed periodically by teachers to ensure that the appropriate strategies implemented provide success for the child, and progress is made in line with their targets. The parents/carers and children (where appropriate) are invited to be involved - normally by being given a written copy of the document where they have the opportunity to request amendments etc.

In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory needs assessment may be necessary. We would seek guidance from outside sources to help make any such decisions.

The SEND policy is subject to a regular cycle of monitoring evaluation and review.

The SEND policy should also be read alongside the Good Behaviour and Discipline and Equal Opportunities policies as they are directly linked.

The SENDCO ensures that all appropriate records are kept and available when needed). These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes/the next school/further educational establishments.

ACCESS TO CURRICULUM, INFORMATION AND ASSOCIATED SERVICES

All children are entitled to a broad, balanced and relevant curriculum, and wherever possible children with SEN are supported in the classroom so that they can access the same lessons as their peers. When a child needs learning gaps filling, different teaching methods using or pre-learning/consolidation work doing, then individualised intervention programmes are used outside of the classroom, that are not always linked to the curriculum being studied in the classroom. The aim with all intervention work, is to enable the child with SEN to be reintegrated into the classroom and able to access the standard differentiated curriculum alongside their peers.

All information gained is used to support planning in order to aid progress.

Associated services are used if necessary for children with SEND.

INCLUSION ARRANGEMENTS FOR PUPILS WITH SEN OR WHO ARE DISABLED

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and we watch for early identification of barriers to learning and participation.

EVALUATION PROCEDURES

The Governing Body, will on a regular basis, consider and report on the effectiveness of the work and if any amendments to the SEND Policy need to be made.

The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.

We will review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/ carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

SEND is part of our school self-evaluation arrangements and is a priority in the School Improvement Plan.

PROCEDURES FOR CONCERNS

We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher/head of department in the first instance, and then the SENDCO, or Head teacher. A response will be made as soon as possible.

Parents/carers can obtain support, advice and information if they wish.

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head teacher or SENDCO. The chair of Governors may be involved if necessary. Please see the school's Complaints Procedure available on the school's website.

STAFFING POLICIES AND PARTNERSHIP WITH EXTERNAL AGENCIES

PROFESSIONAL DEVELOPMENT FOR STAFF

We have regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.

Relevant training is provided for all the staff as is appropriate, and is dependent on availability of funds.

All new staff are required to read the school's policy and procedures for SEND.

SUPPORT SERVICES AVAILABLE

We believe that effective action on behalf of children with SEND depends upon close co-operation between the school and other professionals, e.g. the LA, SEND support services, health services, social services, etc.

PARTNERSHIP WITH PARENTS

The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEND. We include all in social events, assemblies and informal/formal meetings.

Parents/carers are notified early if we have any concerns and there is always a willingness to listen to

issues brought forward for discussion.

We share information with parents/carers in informal conversations and individual review meetings (frequency based on need).

Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets/outcomes with appropriate intervention strategies to help the child both in school and at home.

We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

PUPIL PARTICIPATION

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.

Pupils therefore participate where appropriate and possible, in setting targets and contributing to their IEPs/My Plan, discussing their choices, assessment of needs and in the review procedures.

LINKS WITH OTHER AGENCIES, SCHOOLS AND VOLUNTARY ORGANISATIONS

We aim to maintain useful contact with support services in Children and Young People's Services.

Effective working links are maintained with:

- Sheffield Community Health Service
- Sheffield SEND Department
- Sheffield Child & Adult Mental Health Services (CAMHS)
- Sheffield Multi Agency Support Team (MAST)
- Sheffield Health Services – including occupational therapist services
- Sheffield Social Services
- Sheffield Virtual School

Policy Adopted by Governors on: 07/02/2022

Policy Due for Review on: 2024