

Bell Farm Primary School



Special Educational Needs and Disability Policy

Created by the Inclusion Steering Group

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Bell Farm Vision

We believe that to prepare all children for their future, they are entitled to the best standards in education and we endeavour to achieve academic excellence at Bell Farm.

Special Educational Needs and Disability overview

Bell Farm Primary School is a mainstream, inclusive setting where all children are valued. We aim to meet individual needs and provide opportunities for all children to make good progress. At Bell Farm Primary, all children, including those with Special Educational Needs and Disability (SEND) are supported and extended first and foremost by their class teacher. All teachers are teachers of Special Educational Needs. Children are supported by a range of resources in class, including ICT, visual supports, targeted adult support and appropriate practical equipment. Staff have been trained to be able to cater for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction (including ASD)
- Social, Emotional and Mental Health
- Sensory and/or Physical

In addition, targeted interventions are delivered by trained staff, including a dedicated SEND Advanced Teaching Assistant to support children with a higher level of need. The SEND Code of Practice makes explicit requirements about the involvement of children and parents in setting 'outcomes' and making decisions about SEND provision. To support this, at Bell Farm, children with an EHCP and those on the pathway for an EHCP will have a 'One Page Profile' which details key information to support the learning process collected from the child, parent and teacher.

Early identification and assessment of need, allocation of resources, close monitoring and the use of a relevant and differentiated curriculum will support children's learning. This will be part of a planned programme of support and evaluation. All children will enjoy and fully participate in the life of the school and make a positive contribution to the school community. As the children grow and develop they will become more independent and confident in their learning.

A definition of SEND from the SEND Code of Practice (2015)

At Bell Farm we use the definition for SEND and for disability from the [SEND Code of Practice 2015 \(CoP\)](#). This states:

- A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others the same age or a disability which prevents or hinders a child from making use of facilities of a kind generally provided for others of the same age in mainstream schools (page 16 of CoP).
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.
- Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.
- This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

Key SEND Roles and Responsibilities at Bell Farm

The Headteacher – Miss A. Cooper has responsibility for:

The management of all aspects of the school's work, including provision for pupils with SEND:

- Keeping the governing body informed about SEND issues
- Working closely with SEND personnel within the school
- Ensuring that the implementation of this policy and the effects of inclusion policies of the school as a whole are monitored and reported to governors
- Ensuring parents are notified if the school decides to make special educational provision for their child
- Being the designated lead for child protection issues for the school.

The governing body has responsibility for:

- Ensuring SEND provision is an integral part of the school development plan.
- Ensuring the necessary provision is made for any pupil with SEND.
- Ensuring all staff are aware of the need to identify and provide for pupils with SEND.
- Ensuring pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- Ensuring the school follows the requirements of the *SEND Code of Practice (2015)*.
- Being fully informed about SEND issues, so they can play a major part in school self-review.
- Setting up appropriate staffing and funding arrangements, and overseeing the school's work for pupils with SEND.
- Ensuring quality of SEND provision is regularly monitored.
- Ensuring they, and the school as a whole, are involved in the development and monitoring of this policy.

Our SEND Governor is Mr T. Inman

Managing the needs of pupils on the SEND Register

The Special Educational Needs Coordinator (SENCO) – Mrs V. O'Brien has completed the mandatory National SENCO Award in 2012 and is a qualified teacher.

Our SENCO works 5 days a week. She can be contacted via the school office on 01932 224009.

The SENCO has day to day responsibility for:

- The operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those with EHC plans.
- Supporting staff in identifying additional needs, organising further assessments, setting appropriate targets and appropriate strategies and resources.
- Co-ordinating arrangements with the class teacher and phase leader regarding those pupils with SEND through the SEND Support Arrangements.
- Liaising closely with parents of pupils with SEND, so they are aware of the strategies being used and can work in partnership with school.
- Liaising with outside agencies, arranging meetings and providing a link between class teachers, parents and agencies.
- Maintaining the SEND register, with administrative support, and updating it termly.
- Liaising with other SENCOs in regard to pupils arriving or departing Bell Farm to help provide a smooth transition from one school to another.
- Being one of the deputy designated safeguarding leads for child protection.

Our Inclusion Leader is Ms L. Greenshields - Assistant Headteacher, full-time member of the Senior Leadership Team and a qualified teacher.

The Inclusion Lead has responsibility for:

- Overseeing and managing the Inclusion Team.
- Managing Pupil Premium and Looked after Children funding and reporting on the impact of this support.
- Managing the school's responsibility for meeting the medical needs of pupils.
- Line managing 1-1 Teaching Assistants and Higher-Level Teaching Assistants.
- Managing the support for children with English as an Additional Language (EAL).
- Being one of the deputy designated safeguarding leads for child protection.

Each class teacher has the responsibility for:

- Delivering high quality teaching to all pupils in their class.
- Being accountable for the progress and development of pupils in their class, even when pupils access support from teaching assistants or specialist staff, including children with an EHC plan.
- Following the SEND Process when concerns have been raised over a child's progress and collaborating with parents, SENCO and specialist staff (if appropriate) to problem solve, plan support and teaching strategies for individual pupils.

- Creating, maintaining and reviewing the SEND Support Arrangements/Learning Plans for a child with SEND needs in their class, in consultation with parents and pupil and with SENCO support, when appropriate.
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND through the graduated response.
- Giving feedback to parents of pupils with SEND.

Our Pastoral Officer is Mrs Keningale who works full time and has responsibility for:

- Providing support to pupils relating to social, health, hygiene and emotional developmental needs.
- Implementing agreed pastoral interventions (see Bell Farm [SEND Information report](#)) and providing feedback to parents, staff and outside agencies as appropriate.
- Working closely with parents to address the needs of pupils through providing information and advice on a range of pastoral issues.
- Instructing and liaising regularly with health professionals to support her work with families.
- Leading the Team around the Family (TAF) meetings and attending pastoral support meetings, core group meetings and case conferences as appropriate.
- Being one of the deputy designated safeguarding leads for child protection.

Our Teaching Assistants work both part and full time and have responsibility for:

- Being fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Using the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies both in class and as part of set interventions.

Our 1-1 Teaching Assistants work with Education and Health Care plan (EHCP) children to support their learning and access to the curriculum as detailed in their agreed plan. They have responsibility for:

- Being fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Using the school's procedures for giving feedback to teachers about the pupil's responses to tasks and strategies both in class and as part of set interventions.
- Working closely with the SENCO and Inclusion Team reviewing progress and strategies on a regular basis.
- Liaising regularly with parents and outside agencies, if appropriate.

Our Advanced SEND Teaching Assistants are Mrs M Sedgley who works full time and Mrs B Wood who works part time. They have responsibility for:

- Being fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Using the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies both in class and as part of set interventions.
- Supporting staff in identifying additional needs, organising further assessments, setting appropriate targets and appropriate strategies and resources.
- Delivering agreed interventions to SEND children and feeding back progress to class teachers and Inclusion Team.

Our designated staff with specific Safeguarding responsibility are:

Lead DSL – Miss A. Cooper

Deputy DSLs – Mr B. Wasserberg, Ms L. Greenshields, Ms J Peel, Mrs E Keningale, Ms E. McAdoo and Mrs V. O'Brien.

For our extended care, our designated staff with safeguarding responsibility are:

Lead DSL – Mrs D. Robinson

Deputy DSL – Miss K. Squires

Introduction

How this policy was put together

This policy was created in partnership with the SEND Reference group which includes the SEND Governor, SENCO, representative staff, parents and pupils with SEND in KS2. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015).

How parents can access this policy

You can get a copy of our policy in a number of ways:

- The school website under 'Policies'
- A hard copy on request at the school office

Please let us know if you need this to be made available to you in a different format, e.g. enlarged font or a different language.

Context

This policy complies with the statutory requirements laid out in the SEND Code of Practice: 0 to 25 Years (2015) 3.66 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools (DfE, May 2014)
- Children and families Act (2014)
- The SEND Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015)
- The National Curriculum in England framework document (Dec 2014)
- Teachers' Standards (Dec 2021)
- Keeping children safe in education (DfE, 2022)
- Ordinarily Available Provision (Surrey CC, 2022)

This policy operates in conjunction with the following school policies and other documents:

- Bell Farm School's Child Protection and Safeguarding Policy
- Bell Farm School's Accessibility Plan

Aims and Objectives

Aims

At Bell Farm Primary School we recognise that our pupils have a variety of needs and aspirations.

We are committed to the inclusion of all pupils in a broad and balanced curriculum, made accessible through quality first teaching so that all pupils feel they can make the best possible progress.

We want all pupils to become confident individuals who will be able to make a successful transition to the next phase of their educational journey and into adulthood.

We will use our best endeavours to give pupils with SEND the support they need.

We will work with parents and other professionals (if appropriate) to set suitably challenging educational and wider 'outcomes' for pupils with SEND.

We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.

Objectives

To ensure consistency of high-quality teaching across the school, in line with practice detailed in the school's core offer (High Quality Teaching).

To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have additional needs, following the Code of Practice and SEND Process with the pupil and their parents/carers at the centre.

To develop effective whole school provision management of targeted support and intervention for pupils with special educational needs and disabilities (SEND support and Specialist SEND).

To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which builds on and develops high quality practice, as set out in the SEND Code of Practice (2015) guidance.

Identification of Needs

These four broad areas of need give an overview of the range of needs for which the school should plan. 'The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.' SEND Code of Practice, 2015 6.27

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. SEND Code of Practice, 2015 6.28

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. SEND Code of Practice, 2015 6.29

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. SEND Code of Practice, 2015 6.30

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. SEND Code of Practice, 2015 6.31

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. SEND Code of Practice, 2015 6.32

Sensory and/or Physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health. SEND Code of Practice, 2015 6.34

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. SEND Code of Practice, 2015 6.35

A Graduated Approach to SEND support

At Bell Farm we adopt a graduated response to meeting the needs of all pupils and follow the SEND Process in the Code of Practice, 2015.

Most children will have their needs met through high quality class teaching and staff make reasonable adjustments for all children to help support their needs. This support is detailed in our [Wave 1 provision map](#).

The class teacher is responsible and accountable for the progress and development of all pupils in their class. Their role is to provide differentiated expectations and personalised teaching for all pupils and is the first step in responding to pupils who may have SEND. Any additional intervention and support cannot compensate for a lack of good quality teaching.

The progress of all pupils is continually monitored by class teachers, who carry out a wide range of assessment, through both formal assessment (which may include assessment tasks and tests) and on-going observations and assessment of work carried out in class on a daily basis.

Termly 'Pupil Progress Meetings' are held between each class teacher and members of the Senior Leadership Team, in order for detailed discussions about children's progress to take place. If a pupil is not making expected progress in a particular area of learning, the school can identify the need for additional support. A SEND Concern Form is filled in by the class teacher, detailing concerns and listing support and strategies that have already been put in place. This will be discussed with the parents/carers and the pupil concerned (where appropriate).

If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns. This may result in targeted support within class being planned, undertaken and then reviewed.

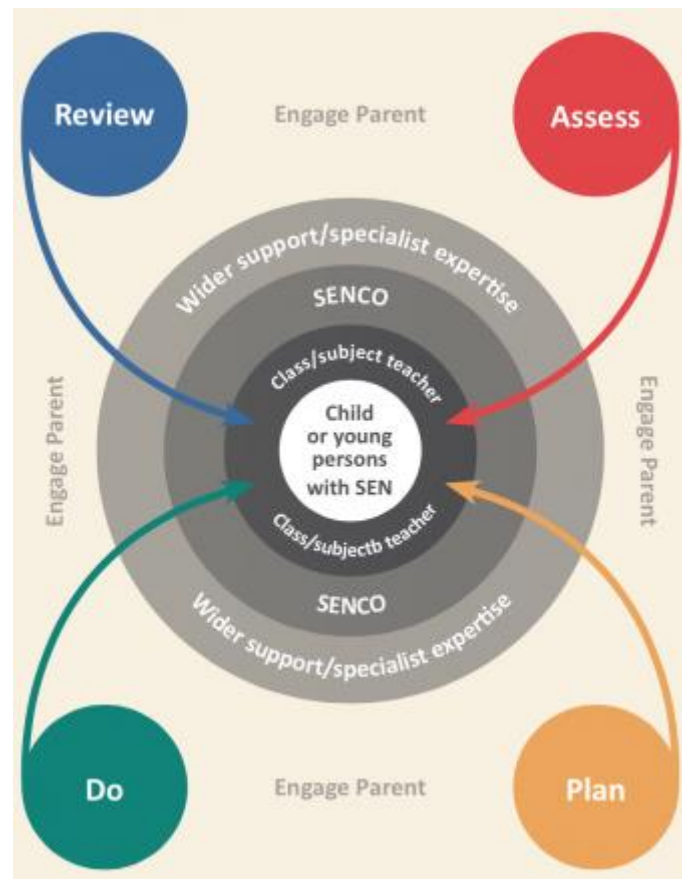
If progress towards these outcomes is not being made, decisions as to the most appropriate steps to be taken are made. This may well be the start of SEND support which aims to ensure the voice of the family is heard and represented in the plan. It starts with a meeting with the parents/carers, SENCO and class teacher, where information about the family and their aspirations plus assessment information and areas to target are agreed. At this point, with parental support, the child would be placed on the SEND register and the SENCO, class teacher, parent and child look at additional support and strategies to put in place.

School will follow the following cycle:

Assess - In identifying a child as needing SEND support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs (6.45 CoP). Staff will regularly track all pupils' progress through assessment, compared to their peers and against national expectations. The views and experiences of parents/carers and the child will be listened to. In some cases further specific assessment will be completed or assessment gathered from other educational professionals, e.g. EP, LLS, PSS or health and social services if appropriate.

Review – The effectiveness of support and interventions should be reviewed in line with the agreed date. (6.53 CoP) The 'outcomes' agreed in the plan will be reviewed by the class teacher, parent, child and SENCO each term. This will inform the next step of support or whether to cease, adjust or continue an intervention or increase the graduated response. New 'outcomes' will be agreed and a review date set.

For pupils with an EHCP the local authority must review the plan at least annually.



Plan - The SENCO and class teacher should agree in consultation with the parent/carer the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a date for review (6.48 CoP). These 'outcomes' will be reviewed on a termly basis. Targets for the pupil will be shared in child friendly language and all staff who work with the child made aware of the plan. Parents will be asked to share the monitoring of progress through any home learning.

Do - The class teacher will liaise closely with TAs and support staff, who may provide intervention set out in the plan, but the class teacher will remain responsible for that child. Class teachers will monitor the progress being made, working with that child on a daily basis and planning how extra intervention can be linked to classroom teaching. The SENCO will provide support, guidance and advice for the teacher. (6.52 CoP)

How parents, families and children are involved in this process

The SEND Process is a partnership between home and school.

The school provides curriculum information and updates on our website each term, in the newsletter published half-termly and at year group curriculum meetings for parents. Reading record books and maths parent booklets give advice on supporting children at home.

Open mornings give opportunities for parents to visit classrooms and see strategies in action and work alongside their child.

Termly parent meetings give opportunities for discussion of outcomes and progress, with staff and SENCO, including parental support at home. Progress in terms of age-related targets will be shared at these meetings. These are informed by the school's on-going assessments of each child's progress.

The SEND Support Plan will detail support planned for a child and how a parent can be involved with this outside school. Parental involvement is essential when an outside agency is involved with a child and their thoughts and contributions recorded. Parental input when target setting with agencies is encouraged.

At Bell Farm we operate an open-door policy and staff are available at the end of each day to speak with parents. Parents are welcome to make an appointment with their child's teacher or the SENCO, in order to have more frequent updates, at any time of year. Similarly, the class teacher or SENCO may request this of a parent from time to time.

Pupils are involved with the target setting process, depending on age and stage of development, and encouraged to discuss one outcome they would particularly like to work on that term. The agreed 'outcomes' are explained to them and written in child friendly language on a target sheet placed at the back of their writing book.

Where possible a pupil will attend their termly review meeting and for those children with an EHCP, they will complete a 'Review Circle' or update their 'One Page Profile' to support presenting their views at their Annual Review.

SEND Provision

What does Additional Support mean?

SEND support can take many forms. This could include:

- A special learning programme for your child.
- Extra help at certain times from the class teacher, or Teaching Assistant.
- Individual work with an adult either in or out of class.
- Making or changing certain materials or equipment.
- Flexible grouping combinations and peer support.
- Small group work with an adult out of class – we have a number of research-informed and evidence-based interventions running at Bell Farm such as Numicon, Precision teaching, Write Away together and Fisher Family Trust.
- Observing your child in class or at break and keeping records.
- Support from an adult to make sure that your child has understood things through questioning or rephrasing of information.
- Helping other children to work with your child in class or at break time.
- Supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

Managing the needs of pupils on the SEND register

- Each child on the SEND register will have a SEND Support Arrangement/Learning Plan to provide a holistic picture of the child and to ensure that the voice of the child and their family is heard and represented in the plan. The plan will set out in one place the service inputs and provision which will support them to achieve their outcomes.
- At Bell Farm all children in Year 6 complete a 'One Page Profile' in the summer term, with information gathered from home and school. These profiles are kept electronically so they can be updated during the course of the year and at the end of the Summer term, to support transition to the next year or phase of education.
- The Learning Plan details strengths and weaknesses under the four main areas of SEND - Cognition and Learning, Communication and Interaction (including ASD), Social, Emotional and Mental Health and Sensory and/or Physical. Assessment information is also recorded and updated. The class teacher has the responsibility of entering relevant information in this section, which again is kept electronically so that it can be added to or amended as necessary.
- The Learning Plan is where a child's outcomes and the actions and resources necessary to achieve these are recorded. These outcomes are agreed at a meeting with parents, class teacher, SENCO and outside agency specialist (if appropriate) and require child participation either through attending the meeting or discussion prior to it.
- A child's progress towards the outcomes identified on the Learning Plan should be reviewed at least once a term. This review is organised by the class teacher and / or SENCO with child and parental involvement and an updated plan, if required, will be completed.

| Review Period | Actions |
|--|--|
| Autumn Term | <ul style="list-style-type: none"> • Autumn term outcomes are written and sent home for parents to view and discuss at the October parents' evening. • December – class teacher (CT) reviews outcomes on the Learning Plan and sends home a copy for parents to read. • New targets are sent home approximately a week after the start of the new term. |
| Spring Term parents' evening | <ul style="list-style-type: none"> • CT, parents and child (if appropriate) discuss review of current targets and agree new outcomes at the meeting. • Review of Spring Learning Plan sent home at the end of term. • Following the meeting the CT makes any amendments. The new outcomes are put onto the next plan. • CT sends home the new plan approximately a week after the start of the new term. |
| July reviews | <ul style="list-style-type: none"> • CT reviews outcomes on the Learning Plan and sends home a copy for parents to read. • CT, parents and child discuss review (if requested). |
| <p>On some occasions a review may fall outside these times if an external agency is able to contribute or the school/parent requests a separate meeting.</p> | |

- All provision that is 'additional to or different from' that provided by high quality Wave 1 teaching is recorded on the school's Provision Map with clear entry and exit criteria. The cost and impact of these interventions are monitored by the Inclusion Team and Senior Leadership Team and reviewed at agreed periods, e.g. 6/12 weeks depending on the programme.
- A child's progress as a result of an intervention is used alongside other forms of assessment including curriculum based, standardised assessments, checklists and professional assessments (if involved) to decide on the next step of the graduated response.
- Termly '*Pupil Progress Meetings*' are held between each class teacher and members of the Senior Leadership Team, in order for detailed discussions about children's progress to take place. If a pupil is not making expected progress in a particular area of learning, and making limited progress against SEND Support Arrangement outcomes, then the school could identify the need for additional support from an outside agency. This will then be discussed with parents/carers and the pupil concerned (where appropriate).
- The SENCO will make a referral to the appropriate agency with parental consent and liaise with parents to invite them in to meet the specialist teacher or professional (see Bell Farm SEND Information Report p15 to see specialist services accessed by Bell Farm). The support and strategies provided through this referral will feed into the Learning Plan and outcomes set.

- If limited progress continues to be made and the cost of provision (detailed in costed provision maps) is likely to be above that of the school's resources, then a request for additional funding could be considered. School will follow Surrey Guidance on referral for an Education Health and Care plan (see Surrey website) and take advice from the specialist agencies and Educational Psychologist.
- Parents are kept informed and asked to attend meetings with professionals where this would be discussed.
- If agreed, the EHCP request will be made by the SENCO and all relevant paperwork sent off.
- Pupil Progress meetings at the end of each term will also consider those children where intervention has resulted in outcomes being achieved and whether this progress means that provision 'additional to or different from' Quality First teaching is no longer required. Following discussion and agreement with parents, a child may be removed from the SEND register.

Supporting parents/carers and young people

For further information and ways to access support you may like to refer to:

- Bell Farm's SEND information Report on the school website.
- A member of the Inclusion Team – SENCO, Inclusion Leader or Pastoral Officer.
- SEND Surrey Local Offer home page Online hub for 0-25 year olds with special educational needs or a disability
- <https://www.surreylocaloffer.org.uk/>



- Surrey's branch of the National Autistic Society <http://www.nassurreybranch.org/>
- South East Surrey Dyslexia Association www.sesda-dyslexia.co.uk
- Parent Champions, a website to empower and support parents of children with Dyslexia <http://www.parentchampions.org.uk/>
- A voice for young people's mental health and well-being www.youngminds.org.uk
- There are a range of voluntary organisations that support parents whose children have Special Educational Needs.
- Surrey SEND Information, Advice and Support Service - Helpline: 01737 737300
Admin: 01737 737301 <https://SENDadvicesurrey.org.uk/>
Email: SENDAdvice@surreycc.gov.uk



- Family Voice Surrey – 01372 705708 <https://www.familyvoicesurrey.org/>

- Our school's admission arrangements – please see the school website.
- Access arrangements for exams and assessments – if you have any concerns please contact the Year 5 & 6 Phase Leader via the school officer or speak to the SENCO.
- Transition arrangements – please see Bell Farm SEND Information Report p14.
- The school's policy on managing the medical conditions of pupils – please see the policy on the website.

The Hive

- The Hive at Bell Farm Primary School makes SEND provision for pupils from Early Years through to Key Stage 2 who have communication and interaction needs (COIN) relating to autism spectrum conditions (ASC). Admissions to the Centre are allocated through Surrey SEND. To be considered for a place in the Centre, pupils require an Education, Health and Care Plan (EHCP) and should have, or be on the pathway towards, a diagnosis of ASC.
- Specialist COIN centres are based in mainstream schools to meet the needs of children with identified communication and interaction difficulties. This category includes speech, language and communication needs and autism. COIN specialist centres are best suited for children who will benefit from attending mainstream classes and regular interaction with other pupils there, but who require additional specialist support at times in a different classroom setting to achieve their educational goals.
- The core offer for pupils in The Hive is small class teaching for English, Maths and social skills with a high adult/child ratio. There are two classes broadly divided into older and younger children, although teaching is delivered in vertical groups according to ability. Each class is taught by a qualified SEN teacher and up to three learning support assistants. Children from The Hive attend a mainstream class each afternoon supported by a team of teaching assistants. This provides inclusion to mainstream learning for foundation subjects and Science but at a level Hive pupils can access.

Supporting pupils at school with medical conditions

Section 100 of the Children and Families Act 2014 places a duty on governing bodies of maintained schools, proprietors of academies and management committees of PRUs to make arrangements for supporting pupils at their school with medical conditions.

Key points:

- Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- Governing bodies must ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported.

Please see our policy on [Supporting Pupils with Medical Conditions](#) on the school website.

Our designated teacher for supporting pupils with medical conditions is Ms L. Greenshields ([Inclusion Lead and Assistant Head](#)).

Monitoring and evaluation of SEND

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice, planning and book looks by the SENCO and Inclusion Lead and subject co-ordinators.
- Termly analysis of pupil tracking data and assessment results for individual pupils and for cohorts.
- Annual monitoring of procedures and practice by the SEND governor.
- The school development plan, which is used for planning and monitoring provision in the school.
- External audits by Surrey – e.g. SEND monitoring visits and Ofsted inspection arrangements.
- Feedback from parents and staff, both formal and informal, following meetings to produce SEND Support Arrangements and targets, revise provision and celebrate success.

Training and development

At Bell Farm we aim to ensure that all staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND.

- The school has several staff trained to support specific areas of SEND and encourage staff to continually update their skills and knowledge. The school has several specially trained adults; in Speech and Language (ELKLAN); A pet therapy counsellor (PAWS), Drawing and Talking Therapy and four Emotional Literacy Support Assistants (ELSA) and dedicated Pastoral Officer supporting children with behavioural, social and emotional needs.
- The school also works closely with a number of external professionals such as:
Specialist teachers from STIPS
Mental Health in Schools Team (MHST) Elmbridge CYPS School Based Need Educational Psychologist
Speech and Language Therapist
Occupational Therapist
Physiotherapist
Visual Impairment team
Hearing Impairment team
Child and Adolescent Mental Health (CAMHS) support worker
Outreach teacher from Freemantles (ASD school in Woking) or support from the services at White Lodge.
When needed the school liaises and attends meetings with social care or provides information to support paediatric requests.
- All staff are offered regular training opportunities such as Positive Touch training, an Educational Psychologist led session on attachment and whole staff training on supporting ASD. The school also has invested time in training for Wave 1 provision such as delivery of the Read Write Inc programme, Numicon training and a SEND clinic for teachers with individual slots to discuss specific issues.
- All staff are involved in yearly child protection updates and three members of staff are trained at a higher level to deliver safeguarding to others.
- In addition, designated teaching assistants have had training in the following areas in order to deliver particular provision to SEND children throughout the school:
Write Away Together (Strictly Education 4S)
Pre- teaching of vocabulary through the Named Children's Service, Colourful Semantics (Speech and Language Service)
Attention Bucket (Speech and Language Service)
Drawing and Talking
Visual Impairment training (PSS)
Social Stories and Comic Strip Conversations (social communication support) (Freemantles)
Early Years Communication (Freemantles)
Fine motor Skills and Handwriting (PSS)
Clicker 8 (PSS)
- Our Special Needs Coordinator (SENCO) has completed the mandatory National SENCO Award and is a qualified teacher.

- The SENCO regularly attends network meetings and conferences to gain specialist knowledge and experience.
- Our SEND Advanced Teaching Assistant has completed the Professional Practice – level 2 and National Inspectors – Professional Practice level 2. She has completed the Early Bird and Early Bird Plus course, Social stories – Carol Gray (Freemantles) and Autism Education Trust - Level 1 and Level 2. She is also ELKLAN trained in supporting language and communication skills.

Storing and Managing Information

Information is stored both in paper and electronic form. A child's SEND file is stored in a locked filing cabinet inside the SENCO's office and certain documents and plans are stored within a class teacher's SEND file. Electronic information is stored on the school's main system which can be accessed by teaching staff through use of a password. Documents are kept whilst the child is at Bell Farm and then the file is transferred to the next school, either hand-delivered or sent through recorded delivery.

If for any reason SEND documents remain at the school these will be kept for the designated 'date of birth of the child + 25 years', before being securely disposed of.

Reviewing the SEND Policy

In line with all school policies the SEND policy will be kept under regular review by the governing body.

The paragraphs on the Hive above were adapted from Appendix 1 of the SEND/Inclusion pages for the Acorn Centre (Ashford Park) website.

| <u>Status of Statutory Policy</u> | <u>Date</u> |
|-----------------------------------|-----------------------|
| Authored by Vicky O'Brien | February 2015 |
| Policy reviewed | January 2023 |
| Agreed by Staff | February 2023 |
| Agreed by Governors | February 2023 |
| Review | Annually January 2024 |

Comments, compliments and complaints

How the school records and deals with comments, compliments and complaints:

- If your child is already at the school, your first point of contact would usually be their class teacher.
- If the matter cannot be resolved at this stage then the SENCO, Mrs V. O'Brien, may become involved and a meeting set up to discuss the nature of the complaint and look for a resolution.
- You can also contact the Headteacher Miss A. Cooper, the Deputy Headteacher Mr B. Wasserberg, or Ms L. Greenshields the Assistant Headteacher overseeing Inclusion.
- A copy of the school's complaints procedure can be found on the school's website. This will outline the formal steps the school will take in handling the complaint.
- Parent support agencies such as Partnership with Parents can be contacted to support this process. Helpline: 01737 737300, Admin: 01737 737301, Email: spp@surreycc.gov.

Appendices

Appendix 1 – Accessibility Plan

Under the SEND and Disability Act 2001 all schools have a duty to plan over time to increase the accessibility of schools for disabled pupils, parents/carers and visitors.

Schools are required to produce an accessibility plan under the following headings:

- Access to the curriculum
- Access to the environment
- Access to information

This action plan should be updated at least every three years.

Please see our Accessibility Plan on the school's website.

Appendix 2 – Related Policies

The following policies concerning groups of vulnerable pupils can be found on our website and may be of interest:

- 'Equality' and 'Equality Information & Objectives Statement'
- Anti Bullying
- Behaviour and Discipline & Behaviour Principles
- Child Protection and Safeguarding
- Accessibility Plan
- Looked after children
- English as an Additional Language

- Supporting Pupils with Medical Conditions
- High Performance
- Teaching and Learning
- Marking

Appendix 3 – Key Documentation

The following documents may be of interest:

- Special educational needs and disability code of practice: 0 to 25 years
www.gov.uk/government/publications/SEND-code-of-practice-0-to-25
- Special educational needs and disability: a guide for parents and carers
www.gov.uk/government/publications/SEND-guide-for-parents-and-carers
- Supporting pupils at school with medical conditions
www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3
- Keeping children safe in education
www.gov.uk/government/publications/keeping-children-safe-in-education
- Surrey Local Offer
<https://www.surreylocaloffer.org.uk>

Appendix 4 – Abbreviations for Inclusion

| | |
|---------------------|---|
| ADD/ADHD | Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder |
| ASD/ASC | Autistic Spectrum Disorder/Autistic Spectrum Condition |
| Assessment | A detailed examination of a child's special educational needs |
| Baseline Assessment | A standardised teacher assessment designed to establish the attainment level of children at a significant point |
| Basic Skills | Reading, Writing and Maths |
| BSS | Behaviour Support Service |
| CAMHS | Child and Adolescent Mental Health Service |
| CoP | Code of Practice |
| CI | Communication and Interaction |
| CL | Cognition and Learning |
| CP | Child Protection |
| CPR | Child Protection Register |
| CT | Class Teacher |
| DoB | Date of Birth |
| EAL | English as an Additional Language |
| EBD | Emotional and Behavioural Difficulties |
| EHCP | Education Health and Care Plan |
| ELSA | Emotional Literacy Support Assistant |

| | |
|----------|--|
| EP | Education Psychologist |
| IO | Inclusion Officer |
| EYFS | Early Years Foundation Stage |
| FE | Further Education |
| FSM | Free School Meals |
| G&T | Gifted & Talented |
| GMS | Grant Maintained School |
| HSLW | Home School Link Worker |
| HE | Higher Education |
| HI | Hearing Impaired |
| K | SEND support |
| LA | Local Authority |
| LD | Learning Difficulties |
| LSA | Learning Support Assistant |
| LLS | Learning & Language Support Service |
| MPT | Multi-Professional Team |
| MLD | Moderate Learning Difficulties |
| NQT | Newly Qualified Teacher |
| ODD | Oppositional Defiant Disorder |
| OT | Occupational Therapy |
| PE | Physical Education |
| PEP | Personal Education Plan |
| PP | Pupil Premium |
| PTA | Parent Teacher Association |
| PPO | Parent Partnership Officer |
| PRU | Pupil Referral Unit |
| PSP | Pastoral Support Programme |
| REMA | Race |
| SALT/SLT | Speech and Language Therapy |
| SAT's | Standard Assessment Tests |
| SEMH | Social Emotional and Mental Health |
| SEND | Special Educational Needs |
| SEND | Special Educational Needs and Disabilities |
| SENCO | Special Educational Needs Co-ordinator |
| SLD | Severe Learning Difficulties |
| SMO | School Medical Officer |
| SpLD | Specific Learning Difficulties |
| SPM | Sensory, Physical, Medical |
| TA | Teaching Assistant |
| VI | Visually Impaired |