Bangabandhu Primary School
SEND Policy

Our Values

Everyone Belongs
Everyone Achieves
Everyone Thrives

The Bangabandhu Way

Be Respectful
Be Responsible
Be Ready to Learn

Our values are supported by Our Golden Rights Articles from the United Nations Convention on the Rights of a Child.

Our Golden Rights are for all adults and children in our school. Adults in our school respect children's rights and always act in their best interests (Article 3)

Our golden rights

Article 2: We respect the right to be treated fairly and are always honest.
Article 19: We respect the right to feel safe in body and mind.
Article 12: We respect everyone's right to be heard and listened to.
Article 15: We respect everyone's right to join in.
Article 24 and 29: We respect the right to be in a safe, clean environment.
Article 28: We respect the right to learn and let others enjoy learning.

Who's who on our SEND team?

Aysha Khanom Deputy head and Inclusion lead
The SENDCOs for our school are Penny Seymour and Sharon Cargill.
Charlene Saliba, Sam England and Kerry Pallot - Autism Specialist Teachers
Charlie Row – Severe Learning Difficulties Inclusion Base teacher

All of our staff can be contacted on the school's main telephone number 020 8980 0580. Our office staff will either transfer you to the relevant person or book you in for an appointment with them.

About our school

Bangabandhu Primary School is a fully inclusive school, aiming to meet the needs of all children. We are committed to ensuring that all children, regardless of their needs and backgrounds, are provided with the appropriate teaching and learning so that they can reach their full potential at primary school. As a school, we believe strongly in working in partnership with children and their parents to meet the needs of any pupils with Special Educational Needs and Disabilities (SEND).

At Bangabandhu we have a Severe learning Difficulties Inclusion Base which is a 10-place designated Local Authority provision for children who have Severe Learning Difficulties (SLD). Pupils with SLD have significant intellectual or cognitive impairments that greatly affect their ability to learn and understand new or complex information. These learners require support in all areas of the school curriculum and will be working significantly below age-related expectations throughout their school career. In addition, they often experience additional challenges in communication, mobility and co-ordination, perception, self-help, and independence. They are taught using the EQUALS Curriculum pathways (Informal and Semi-formal). We use the EQUALS curriculum pathways because the differentiation of the National Curriculum is not sufficient to meet the specific needs of these learners, whose learning styles are often very different from neuro-typical children.

We are part of the Phoenix School (a Tower Hamlets special school for children with Autism) Specialist Classrooms Project. As a result, we have specialist classes for children with Autism Spectrum Condition (ASC), which are supported by the Phoenix Outreach Team and a Phoenix Speech and Language Therapist (SaLT). Children are taught using the Equals Curriculum pathways (Informal, Semi-Formal, and Formal), ensuring learning is tailored to individual needs and stages of development.

The school has input from a range of different professional services such as; Speech and Language Therapy, Educational Psychology, Physiotherapy, Occupational Therapy and from the Tower Hamlets Support for Learning Services – e.g. Visual, Hearing and Multi-Sensory Impairment teams. We work closely with specialist outreach teachers from both The Hamlets (formerly Stephen Hawking School) and Phoenix Special Schools.

Our Aims

At Bangabandhu we value all children in our school equally. We believe that every child has the right to be the best that they can be (article 29 UNCRC) and provide children with opportunities to develop their talents and abilities, enabling them to be successful learners and reach their full potential.

Although it is recognised that some children may need to be withdrawn at particular times for specific programmes to support their learning, they are included wherever possible within the classroom, where they will receive high-quality universal support. Every teacher at our school is a teacher of every child, including those with special educational needs and disabilities (SEND). The school aims to identify and break down possible barriers to learning and believes that diversity is an opportunity for learning not an obstacle.

What are Special Educational Needs?

'**Children and young people with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need 'extra or different help from that given to others'**
Special educational needs and disability- A guide for parents DfE

The SEND Code of Practice 2014 which all schools are required to follow describes four categories of need:

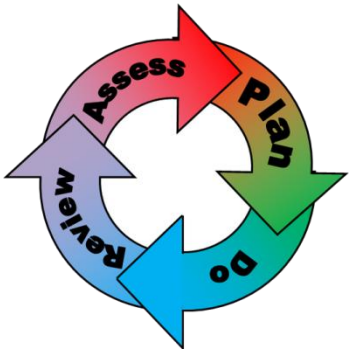
- **Communication and Interaction**-This could be children with an Autism Spectrum Condition (ASC) speech and language difficulties, social communication difficulties, or Developmental Language Delay (DLD).
- **Cognition and Learning**-This could be children who find learning challenging and their rate of progress is not the same as other children of their age, have difficulties with organisation and memory skills or a specific learning difficulty.
- **Social, Emotional and Mental Health**-This could be children who have difficulties in managing their emotions, relationships with other people, they are withdrawn or may have attachment difficulties.
- **Sensory and/or Physical**-This could be children with hearing or visual impairment, epilepsy or a physical need. Children may be diagnosed with Sensory Processing Disorder.

How do we identify children with SEND?

We believe that **early identification** is essential in ensuring children receive the right support.

In the Early Years Foundation stage (Nursery and Reception) we meet with the children and their families before they start school. The children come with their families for 'Stay and Play' sessions and we work in partnership with any agencies that are already involved in supporting the child and the family. We may also organise visits to see children in their homes or other settings. For children with identified SEND, we will plan for transitions to ensure that transition to Bangabandhu is as smooth possible.

Throughout school we monitor all children's progress regularly. If it is felt a child is not making the expected progress, we will use the criteria from the SEND Code of Practice to identify their needs. If a child is identified as having Special Educational Needs, we use a 'Plan, Assess, Do and Review' cycle to monitor progress and to plan appropriately to meet their needs.



Once, a child is placed on the special needs register, they will be identified as having either low, medium or high needs and their progress will be carefully monitored and tracked by the SEND Co and other members of the team.

In consultation with parents and the teacher, a child may exit the SEND Register if they have made progress and learning is in line with age related expectations.

If there are further concerns about a child's rate of progress further information gathering and assessment may take place depending on need. With parental agreement a referral will be made to external agencies and professionals for more specialised assessment, advice and support for strategies. This may include an Early Help Assessment (EHA) in order to obtain a holistic view of the social and developmental needs of the child. Referrals may be made to NHS teams e.g. Speech and Language or to Educational Psychology (EP) to seek further advice and assessment.

If a child is considered to have high needs and assessments have been carried out, the school or parents/carers may apply for an Education and Health Care Plan (EHCP). This is a statutory assessment process in consultation with the child, their parents/carers, school, the LA and all other agencies involved. An EHCP provides the school with additional funding in order to meet the child's individual needs and enable them to make progress.

What is our Provision for children with SEND?

Bangabandhu is an inclusive school that aims to provide a high-class education to every pupil. We set high expectations and our intention is for every child, regardless of background or ability to achieve their best academically and socially. We thoroughly believe and intend that every child can achieve, has the right to achieve and will achieve at Bangabandhu. To make this happen we match and adapt our curricula, our planning, our teaching approaches, our expectations, and our resources to the needs of the wide range of learners within our school community. The best interests and needs of each child is at the core of that we do. This may at times be challenging and require energy, new learning, understanding, creativity, and flexibility but that is quite simply our job. We adapt to the needs of children and do not take a 'one size fits all' approach. The following document outlines our approach to ensuring every child's learning is catered for; *Bangabandhu Layered SEND Support* Bangabandhu Layers of SEND Support.docx.

It is the responsibility of all teachers to identify and meet the needs of all pupils including those with SEND so that all children become successful learners. Class teachers are responsible for providing high-quality universal support (Layer one and two support) for all children with SEND and across all areas of the curriculum.

How will the curriculum be matched to the children's needs?

If children are not making progress in line with their peers, they may receive additional support through an **intervention (layer three support).**

Interventions for English and Maths include:

- 1.1 RWI phonics tutoring
- 1:1 Reading
- Word Shark
- Targeted speech and language groups
- Small teacher led maths groups

We support the children's social, emotional and mental health by providing pastoral support, e.g. input from Pastoral Support Manager and onward referrals to other services such as CAMHS and THEWS (Tower Hamlets Wellbeing Service). Regular meetings to discuss progress always consider the child's overall wellbeing. We also ensure pupils with SEND are encouraged to develop their independence skills.

If the learning needs of a child are severe and they are not suitable for a mainstream classroom with their peer age group, they may have a place in **Bangabandhu Severe Learning Difficulties (SLD) Inclusion Base** (layer four)**.** This is a small class with both an indoor and outdoor learning environment and a team of specialist staff including a lead teacher, and a number of experienced teaching assistants. *Places within the school's SLD Inclusion base will be allocated through a consultation process with parents and the LA.
Criteria for admission is **Appendix 2.**

The SLD Inclusion base provides a very personalised curriculum, using the Equals Curriculum, which will support the individual learning needs of the children who attend. The Equals curriculum is designed for students with severe learning difficulties (SLD/PMLD) and those working below age-related expectations, focusing on functional life skills like

communication, independence, and problem-solving. The children will be encouraged to engage, communicate effectively, develop their independence and life skills. The children's learning is also supported by several other professionals from NHS health teams e.g. Speech and Language Therapy, Occupational Therapy, and Physiotherapy, special school outreach teachers, and the LA specialist advisory teacher for medical needs.

The curriculum is carefully planned and reviewed to continually meet the needs of all individuals in the provision. Some of the children spend time in their link class during the week to work and socialise with neurotypical peers e.g. music, assembly, playtimes, PE, art and for other appropriate activities e.g. outings/trips. Children who attend the ARP class have other trips/outings and experiences e.g. Forest School, local walks, travel training and swimming linked to their curriculum and personal learning targets (IEPs).

How do we include children in activities outside the school classroom?

Afterschool clubs are available to all children. If children with SEND needs a TA to support them to attend an appropriate club, this will be arranged. Breakfast club and sports club (before school) also welcome children with SEND.

How do we prevent bullying?

UNCRC: Article 19 - Protection from violence

Children must be protected from violence, abuse and neglect by anyone who cares for them.

We have a 'zero tolerance' approach to bullying. All children have the right to learn in a safe and enjoyable environment. The school has an Anti-Bullying Policy. All staff have a responsibility to foster an inclusive learning environment, be aware of the signs of bullying, particularly of vulnerable learners and ensure that action is taken and correct procedures are followed.

How do we support children with medical conditions?

Pupils at Bangabandhu with medical conditions will be properly supported so that they have full access to education, including school trips and physical education. The SEND Administrator (Lynn Howell) is the school's designated staff member who oversees the medical needs of all children.

We work in partnership with healthcare professionals to provide the appropriate support for children who have medical conditions. We work with health care professionals to support with organizing and reviewing Health Care Plans for children with medical conditions. Every medicine administered is logged. NHS specialist healthcare professionals provide specific training for school staff to support children with complex medical conditions.

The school follows the statutory guidance Supporting Pupils at school with Medical Conditions 2014. Some children may have physical disabilities and the school will comply with its duties under the Equality Act 2010. Some children may have an Education, Health and Care Plan that brings together health and social needs, as well as their special educational provision.

How accessible is the school?

Our school environment is single level and barrier-free, which makes it suitable for wheelchair access. There are three accessible toilets for pupils; two of which are fitted with a ceiling track hoist. In addition to this, we have mobile hoists.

All children attend trips as part of the curriculum. Class teachers will consider and make accessibility arrangements when planning school trips and complete risk assessments, addressing the needs of individual children. **Trips must be made accessible for all children.**

How do we involve children and parents and carers in making decisions about the SEND provision?

A Person-Centred Approach**:** This means that we place the child at the centre of all the planning and decision-making that involves them. We believe that it is important that children have the right to be heard and say what they think (Article 12 UNCRC). Adults ensure that children with SEND are listened to, and adults act in the best interests of the children.
At Bangabandhu we encourage all children with SEND to communicate their views about their successes, what they find difficult and what they would like to get better at. We endeavour where possible to involve them in all discussions about them. We strive to enable all children to reach their full potential, whilst they are at school with us and to develop their independence.

For pupils with an EHCP, we hold 'person-centred' Annual Reviews which children attend and contribute to. The reviews are an opportunity for the child, parents and everyone that works with the child to share their successes and reflect on what needs to happen to enable them to make further progress.

Parents and carers are invited to attend all Annual Reviews and Team Around the Child (TAC) meetings. 'Time to Talk' parent/teacher meetings are held three times a year with the class teachers.

If a parent/carer of a child with SEND has any concerns, they can discuss them with the class teacher or they can make an appointment to meet with the SENDCos

What other support is available for parents and carers and children?

Parents and carers of any pupil identified with SEND may contact the Parents Advice Centre for independent support and advice.

Our Pastoral Support leader (Naz Begum) is also available to help parents and put them in touch with relevant support services. We work closely with other services such as Children's Social Care, the NHS and the Local Authority to meet families' needs.

Link to LA local offer -
https://www.localoffertowerhamlets.co.uk/

How do we prepare and support children to transfer within school and between schools?

Transitions are planned carefully in order to meet the needs of individual children. As a school we put measures in place to ensure smooth and successful transitions.

When transferring within school we ensure that:

- Transition meetings are held between the current class teacher and the new teacher to hand over relevant information and discuss the child's needs.
- Children meet staff who will be working with them before any changes take place.
- The SENDCo meets with all class teachers at the beginning of the year to discuss children who are on the SEND register and to ensure information is shared.

- Transition books are made in the summer term containing pictures and information about the child's new class, teachers and any change to routines (i.e. different playgrounds or playtimes). These are sent home to be shared by the parents and children during the summer holiday in preparation for September.
- All children moving from Key Stage 1 to Key Stage 2 spend a morning in their new classroom and experience lunch and playtime in the Key Stage 2 playground.
- Transition programmes are tailored to meet the needs of individual children and include them spending time in the new areas and with new adults who will work with them.

When transferring to or from other settings and schools we ensure that:

- The Deputyhead for Inclusion or another member of the SEND team will visit the child's previous setting or home.
- Transition planning meetings are held as early as possible, prior to transfer and a plan is set up to ensure a smooth transition for the child to school.
- The Deputyhead for Inclusion will liaise closely with the SENDCo of the receiving new/secondary school to ensure all information is passed on and that effective arrangements are in place to support the child.
- Any additional training needs for staff at Bangabandhu are organised accordingly.

What are our Admission Arrangements?

We comply with the Equality Act 2010. The Governing Body follows the LEA criteria for admissions - https://www.towerhamlets.gov.uk/lgnl/education_and_learning/schools/school_admissions/school_admissions.aspx

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 July 2014
- Schools SEN Information Report Regulations 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Medical Conditions Policy
- Accessibility Plan
- Medical Conditions Guidance
- KCSIE September 2026

Complaints

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding: ● Exclusions ● Provision of education and associated services ● Making reasonable adjustments, including the provision of auxiliary aids and service

Monitoring Arrangements and Links with Other Policies

This policy will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

This policy links to our policies on:

● Accessibility plan

- Behaviour and wellbeing
- Equality information and objectives
- Supporting pupils with medical condition

Appendix 1

At Bangabandhu we have an Assess-Plan-Do-Review cycle to monitor how well children are doing.

Assess

- Half termly learning forums (staff meetings) to review Layered support.
- Pupil progress meetings take place every half term.
- The Deputyhead for Inclusion /SENDCo meets with all teachers following an assessment period to review the progress children and discuss any concerns and organise next steps.
- Inclusion drop ins to monitor and review impact of Layered support.
- On-going teacher assessments and observations.
- Half termly phonics checks.
- Daily assessments against individual targets (by children, peers and teacher).
- End of key stage assessments.
- Phonics screening checks.
- Phoenix Steps and MAPP are used to track the progress of children working well below national curriculum standards.
- Assessments take place to consider the progress towards outcomes/targets set in Annual Reviews, for children who have an EHC plans.

Plan

- Interventions/referrals/next steps/strategies to support progress and learning.
- How to differentiate the curriculum to meet the needs of the children and to close the gaps.
- What additional support the child needs in the classroom to access the curriculum – e.g. visuals/checklists.

Do

- Teachers are responsible for meeting the needs of all children with a low level of need through differentiation.
- Children that require additional support for literacy and numeracy may be taught in small groups.
- Children with specific needs may be taught history, geography and science in small groups using the adapted curriculum
- Children making slower progress may be supported through a 1:1 tutoring programme.
- Specific interventions may be run for children falling behind. (Catch up)
- Support from additional adults may be planned to improve learning (teaching assistant, SALT students).

Review

- Progress checks every half term to measure the impact of existing provision and make changes where necessary.
- Person-centred Annual Reviews for children with EHC Plans.
- Parents meetings to discuss progress and learning.
- Feedback to parents from specialists as and when required.
- TAC/F meetings where appropriate.

Appendix 2

Criteria for Admission to the Bangabandhu Inclusion Base for Children with Severe Learning Difficulties (SLD).

Bangabandhu is a mainstream primary school with a designated Local Authority enhanced Inclusion base to provide 10 places for primary aged child who have Severe Learning Difficulties (SLD).

Provision Type: Provision for Children with Severe Learning Difficulties (SLD)

Age Range: 4 – 11 years

Key Characteristics of Severe Learning Difficulties (SLD):

Significant Cognitive Impairments: Pupils with SLD have significant intellectual or cognitive impairments that greatly affect their ability to learn and understand new or complex information. This has a major effect on their ability to participate in the school curriculum without support.

Difficulty with the Curriculum: These learners require support in all areas of the school curriculum and will be working significantly below age related expectations throughout their school career. They will not be able to manage the demands of a mainstream curriculum.

Associated Difficulties: They often experience additional challenges in:

- **Communication:** Some pupils may use signs or symbols, and some may be able to hold simple conversations and gain some literacy skills. All will require specialist support to communicate effectively.
- **Mobility and Coordination:** Can have weaknesses in developing motor skills and coordination.
- **Perception:** May struggle with sensory processing and understanding their environment.
- **Self-Help and Independence:** Have significant difficulties in developing basic self-care and independent living skills. They will require teaching of self-help, independence, and social skills.

Complex and Wide-Ranging Needs: The difficulties are complex and have a wide-ranging, significant impact on the child's overall attainment and development.

Requirement for Specialist Support: Most learners with SLD need intensive and specialised intervention to make progress.

For Reference/Comparison:

Profound and Multiple Learning Difficulties (PMLD)	**Moderate Learning Difficulties (MLD)**
Profound and Multiple Learning Difficulties (PMLD) describes pupils who have severe and complex learning needs. These needs typically involve a combination of a profound learning disability with other significant difficulties, such as physical disabilities or sensory impairments.	Moderate Learning Difficulties describes when a pupil's attainment is significantly below age-appropriate levels in most areas of the curriculum, despite receiving appropriate interventions.

Entry Criteria:

Pupils admitted to the Bangabandhu SLD Inclusion base will:

i. be within the designated age range
ii. have severe learning difficulties, the severity of which is such that other local mainstream schools are unlikely to provide for them, even with additional support, at the time they are admitted.
iii. have cognitive and other multi-disciplinary assessment which clearly specify the severe nature of the learning difficulties, and which show clear evidence why the child's needs can only be met within the enhanced resourced provision.