



# Special Educational Needs and Disabilities Policy (Inc.)

**Beavers Community Primary School will, without excuse or compromise, provide the best start to life for all of the pupils in its care.**

The staff and governors envisage this being carried out through:

- Having the child at the centre of everything we do
  - Valuing the development of the whole child
- Outstanding learning delivered through outstanding teaching
- Keeping at the forefront of, as well as leading, educational development and practice
- Constantly challenging all aspects of school life to ensure best practice is always prevalent
  - Engaging parents in their child's education
- A commitment to the safeguarding of all children and stakeholders

## **Our Values**

*Respect*

*Equality*

*Determination*

*Honesty*

*Courage*

*Compassion*



## Introduction

This document is a statement of the aims and principles for Special Educational Needs and Disabilities (SEND) at Beavers Community Primary School.

Approved by GB	Next Approval by GB (within 4 years of last approval, unless significant changes)	Next Review (within 1 year of last review)
9 <sup>th</sup> February 2017	Spring 1 2021	Spring 1 2018

This policy forms part of the School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. The SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Beavers Community Primary School is an equal opportunities school and SEND practises should be carried out in line with our equal opportunities policy. All pupils within school will have the same opportunity to realise their potential regardless of gender, ability, ethnicity, religion, language, class and physical ability. Some key points are:

- Equality of opportunity is a cross-curricular issue; opportunities are identified and utilised in each curriculum area or topic.
- The language and learning needs of bilingual pupils are acknowledged in all subject areas.
- The use of assessment contributes to a positive understanding of race, gender, disability, equality, ethnic and cultural diversity.
- Children should work in a variety of different groupings depending on a particular activity. They work individually, in pairs or in groups (e.g. same ability, mixed ability, single sex, friendship, role model etc.).
- We offer activities of a non-stereotypical nature.
- Children have opportunities to share cultural and other experiences in the classroom.

Beavers Community Primary School is a Rights Respecting School and therefore this policy for Special Educational Needs and Disabilities is based on Children's Rights with the responsibility of all named parties to ensure that these rights are inviolate.

Beavers Community Primary School is a school that holds values central to all of its work and therefore this policy must be applied in line with the school's values system.

This policy is integral with the Inclusion Policy Statement and Behaviour Management Policy.



## *Aims and Principles of Special Educational Needs*

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

SEND is an acronym for Special Educational Needs and disabilities. A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made. We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

The SEND policy has close links with the Inclusion, equal opportunity policy and schemes, behaviour and anti-bullying policies and is included in the schools Teaching and Learning policy and all other curriculum policies.

### **THE SEND AIMS OF THE SCHOOL**

- To ensure the identification of all pupils requiring SEND provision is as early as possible in their school career.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To ensure that all learners make the best possible progress.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To promote effective partnerships and involve outside agencies when and where appropriate.

### **A child has learning difficulties if he or she:**

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA
- c) Is under compulsory school age, and falls within the definition of a) or b) above or would do so if special educational provision was not made for the child

### **Special education provision means:**

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- For a child under two, educational provision of any kind

Beavers Community Primary School knows and believes children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Beavers Community Primary School will have due regard for the SEND Code of Practice when carrying out our duties towards all pupils with SEND, and ensure that parents are notified when SEND provision is being made for their child.

## *Roles and Responsibilities*

The SEND team of the school is:

**Assistant Headteacher for Inclusion:** Luke Lording

**SEND Coordinator (SENDCO):** Mrs Hannah Hunter

**Assistant SENDCO:** Miss Claudette Stoffberg

**SEND Teacher:** Ros Wickham

**1:1 SEND Teaching Assistants**

**Speech and Language Therapist:** Bhavna Acharya

**SEND Governor:** Miss Helena Wąs



## THE ROLE OF THE SENDCO

The SENDCO plays a crucial role in the school's SEND provision. This involves working with the head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy.
- Ensuring and encouraging all staff are following the schools SEND policy and procedures.
- Fostering good practice throughout the school with reference to the code of practice.
- Co-ordinating the provision for pupils with SEND.
- Liaising with and giving advice to fellow teachers.
- Creating an annual audit of children with SEND and mapping provision.
- Updating SEND list termly.
- Managing the SEND resources for pupils and staff information.
- Overseeing pupils' records.
- Liaising with parents.
- Making a contribution to INSET.
- Liaising with external agencies, LA support services, Health and Social Services, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND pupils
- The commitment required by staff to keep the SENDCO well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEND pupils
- What exactly constitutes a 'level of concern' and at which point SEND is initiated
- Mechanisms that exist to alert the SENDCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

## THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that a 'responsible person' is identified to inform other staff about all areas of SEND and all those involved with teaching and supporting Statemented/EHCP pupils.
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy
- Reporting annually to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget

## THE ROLE OF THE CLASS TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENDCO to decide the action required to assist the pupil to progress
- Working with the SENDCO to collect all available information on the pupil
- Working with SEND pupils on a daily basis to deliver their targets within differentiated planning
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy



## THE ROLE OF THE ASSISTANT HEADTEACHER FOR INCLUSION

The head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENDCO/SEND team
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

## Identification and Provision

### SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The new Code does not assume that there are hard and fast categories of special educational need, but recognises those children's needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning
- Emotional, Social and Mental Health
- Sensory and/or physical

The SEND Code of Practice makes it clear that

**'All teachers are teachers of pupils with special educational needs and disabilities.'**

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEND provision.

### EARLY IDENTIFICATION

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Pupil progress in relation to objectives in the English and Mathematics policies.
- Standardised screening or assessment tools.
- Evidence/observations from parents.
- Pupils' performance in Early Years against the ages and stages guidelines and the Early Years Profile.

*Reference to assessment tools used would be appropriate here, such as:*

- *Screening /diagnostic tests*
- *Reading and spelling tests*
- *NFER non-verbal reasoning tests*
- *Information from outside agencies e.g. Behaviour Support, Learning Support and Educational Psychologist*
- *Reports or observations*
- *Records from previous schools, etc.*
- *Information from parents*



## SEND PROVISION

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning when (see assessment policy). The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEND the SENDCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

## THE RANGE OF PROVISION

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support teacher or intervention work for English and Mathematics
- In-class support with adult assistance
- Support from specialists within class or as part of a withdrawal programme e.g. Behaviour support service, Learning Support Service or Speech and Language.

## NATURE OF INTERVENTION

The SENDCO in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment or staff training

**SEND** is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the SENDCO after full consultation with parents at a SEND meeting. External support services if appropriate will advise on targets and provide specialist inputs to the support process.

**SEND** intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning



External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required.

### **Curriculum Access and Inclusion**

Beavers Community Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

At Beavers Community Primary School we have adopted a whole- school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the curriculum and are integrated into all aspects of the school.



## *Statutory Assessment and Educational Health Care Plans*

### **REQUEST FOR STATUTORY ASSESSMENT**

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to SEND
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- English and Mathematics attainment
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Children's services reports
- Any other involvement by professionals

An Education Health Care plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an Education Health Care Plan.

An Education Health Care Plan will include details of outcomes for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Plan
- Of shorter term
- Established through parental/pupil consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

### **REVIEWS of Education Health Care Plans**

Education Health Care Plans must be reviewed annually. The LA will inform the Headteacher at the beginning of each school year of the pupils requiring reviews. The SENDCO will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The SENDCO
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the Headteacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to their targets
- Review the provision made for the pupil in the context of the curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Education Health Care Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year





Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews the SENDCO of the Secondary school will be invited to attend. The Educational Psychologist recommends that transfer arrangements be discussed at the end of Y5, the beginning of Y6. This would enable the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues

With due regard for the time limits set out in the Code, the SENDCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an Education Health Care.

### Partnership Within and Beyond the School

#### Staff development and appraisal

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils [see training plan]. Part of the SENDCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. TAs' requirements in supporting pupils' needs will be considered frequently. NQTs and staff new to the school will be given training on the school's SEND policy as part of their induction. The School's INSET needs will be included in the School Improvement Plan

#### Links with other agencies, organisations and support services

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEND pupils

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Hearing impairment services
- Visual impairment services
- Pupil Referral Service (PRU)
- Speech and Language
- Occupational therapy
- Physiotherapists

In addition, important links are in place with the following organisations:

- The Local Authority
- Specialist Services
- Learning Support Teachers
- Behaviour Support Teachers
- Social Services
- Children's Centre
- PTA
- Other groups or organisations



## Partnership with parents

Beavers Community Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. The school will make available, to all parents of pupils with SEND, details of the parent partnership service available through the LA. The SEND Code of Practice outlines that 'LAs should work in partnership with local and parent organisations, as well as the Parent Partnership service to ensure that parents receive comprehensive, neutral, factual and appropriate advice.

## The voice of the child

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their school years.

At Beavers Community Primary School, we encourage pupils to participate in their learning by reflection, journals, discussing targets, discussing their work and visual aids.

## Evaluating the Success of the SEN Policy

### Evaluating success

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENDCO and subject co-ordinator
- Analysis of pupil tracking data and test results
  - for individual pupils
  - for cohorts
- Pupil progress on the SEND List
- Consideration of each pupil's success in meeting targets
- Termly monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- The School Profile that parents can access.
- The School Improvement Plan/SEND Improvement Plan

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Support Staff
- Parents
- Pupils
- External professionals