

# SEND Policy

## The Beeches Primary School



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## 1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Explain our vision, values, and aims of our school for pupils with SEND.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation, but not limited to:

- Equality Act 2010
- The Beeches Primary school SEND Information Report
- Statutory Guidance on supporting pupils at school with medical conditions.
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health, and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

## 3. Definitions

A pupil is identified as a pupil with SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them to access their learning.

They have a learning difficulty or disability if they have:

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

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

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCOs are

**Abi Smith – Lead SENCO**

**Helen Marsden**

**Rosilyn Lowan-Saran**

**Kiran Kaur**

They will:

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

### **4.2 The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

### **4.3 The headteacher**

The headteacher will:

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

### **4.4 Class teachers**

Each class teacher is responsible for:

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

- Ensuring they follow this SEND policy.

## 5. SEN information report

### 5.1 The kinds of SEND that are provided for.

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

- **Communication and interaction**, for example, Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia, moderate/severe/profound and multiple learning difficulties
- **Social, emotional, and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD) or attachment disorders
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

### 5.2 Identifying pupils with SEND and assessing their needs.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline.
- It fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social, emotional, and mental health needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 5.3 Consulting and involving pupils and parents.

We will have an early discussion with the pupils and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

The Beeches Primary School values working in partnership with all parents. We will seek to involve parents in all decisions about their children. The views of parents will be sought at all stages of assessment and provision. No decision will be made about assessment or provision without seeking the views of parents and the pupil. Wherever possible parents who do not speak English will be supported in this by a first language speaker.

We will try to get to know the parents of pupils with special educational needs and disabilities and encourage them to ask questions about the school and the provision made for their child. We will seek their help in working with their child at home. We take the views of parents extremely seriously. Together parents and teachers can build a far more complete picture of a pupil and his/her needs than can be done separately.

## **5.4 Assessing and reviewing pupils' progress towards outcomes.**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupils will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

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

## **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.8 Additional support for learning**

We have Level 3 teaching assistants who are trained to deliver interventions such as ELSA, Attention Autism, Speech and Language interventions as well as specific interventions for individual or small groups of children.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychologists
- Speech and Language Therapists
- Physiotherapy
- Occupational Therapist
- School Pediatrician
- School nurse
- Local Authority SEND team
- Sensory support

- ADHD outreach
- Pupil Referral Service
- Children's Social Care
- Positive Behaviour Support.

### **5.9 Expertise and training of staff**

Our SENCOs have several years' experience in this role. They are allocated time each week to manage and the support within the SEN provision.

We have a team of level 3 teaching assistants who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Attention Autism, Speech and Language interventions, ELSA, Drawing and Talking and emotion coaching.

We use specialist staff for other interventions such as play therapy.

### **5.10 Evaluating the effectiveness of SEND provision.**

The governors will discuss the success of this policy and support provided by the school by enquiring how effectively pupils with special educational needs participate in the whole curriculum and all activities.

The governors will consider:

- the views of parents.
- the effectiveness of the graduated approach in meeting needs
- how well pupils with special educational needs take part in the whole curriculum of the school.
- how resources have been allocated to and between pupils with special educational needs
- details of how many statutory assessments have been made and the number of visits from specialist teachers, other agencies and educational psychologists.

The governor's observations on the above matters will form the basis (together with the legally required financial information) of the special needs section of the annual report to parents.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Gaining pupil voice
- Monitoring by the SENCO and leaders
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND.**

All our extracurricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s). Activities and school trips are available to all, including residential trips, by ensuring risk management considerations are undertaken and procedures are put in place to include all children. If a health and safety risk assessment suggest that an intensive level of 1:1 support is required, a parent/carer may also be asked to accompany their child.

All pupils are encouraged to take part in activities such as sports day/school plays/workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Refer to our accessibility policy for more details.

### **5.12 Support for improving emotional and social development.**

We provide support for pupils to improve their emotional and social development in the following ways:

- o Pupils with SEN are encouraged to be part of the school council
- o Pupils with social, emotional and mental health needs are referred to access the appropriate intervention
- o We have a zero-tolerance approach to bullying.

### **5.13 Working with other agencies.**

Strong links are maintained between feeder settings and the school. Staff make visits to local pre-school settings. The respective SENCOs discuss children who are identified as having a special educational need and review meetings are attended. There is a similar process with receiving secondary or special schools.

Formal meetings are held between the SENCO and Educational Psychologist to determine priorities and visits each year and informal meetings are held at each visit to discuss problems and issues.

The SENCO regularly attends SENCO meetings to discuss issues and exchange ideas with colleagues.

The SENCO liaises with the Speech and Language and Occupational Therapists about identified children and requests assessments when necessary. Class teachers liaise with the therapists over individual children and their work programmes. Regular meetings are held to review and discuss progress.

The SENCO contacts other agencies (e.g., medical) as the need arises.

Parents are also able to request a referral to outside agencies if they feel it is necessary.

### **5.14 Complaints about SEND provision**

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 services

### **5.15 Contact details of support services for parents of pupils with SEND**

- SEND Information Advice Support Service – Tel. 01733 863979 email [pps@peterborough.gov.uk](mailto:pps@peterborough.gov.uk)
- Educational Psychology Open Access Consultation Service – Tel. 01733 863689
- [Family Voice](#)

### **5.16 The local authority local offer**

Our local authority's local offer is published here:

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

## **6. Monitoring arrangements**

This policy and information report will be reviewed **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.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions