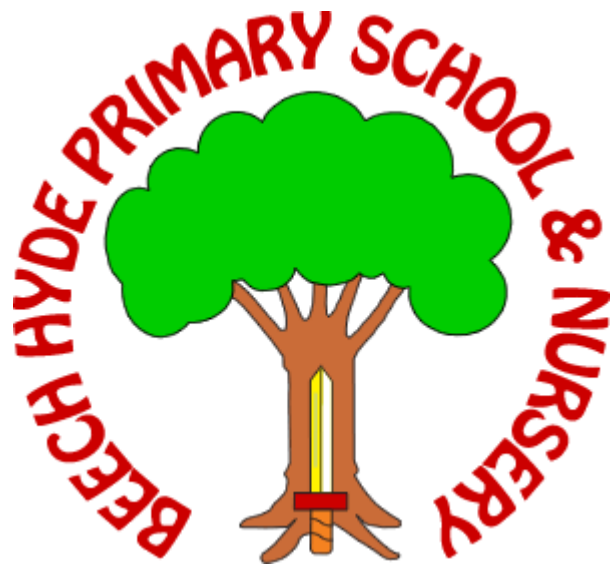


Special Educational Needs and Disability (SEND) Policy Beech Hyde Primary School and Nursery



Approved Date: September 2020

Review date: September 2021

Beech Hyde Primary school values the abilities and achievements of all its pupils and is committed to providing the best possible learning environment and outcomes for each child, including those with SEND.

This policy sets out the provision Beech Hyde will make for pupils with SEND in identifying and making provision for their needs. This is in line with the current SEND code of practice – see link below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

and with reference to the following guidance, documents and school's policies:

Children and Families Act 2014

Special Education Needs and Disability Regulations 2014

School's Accessibility Plan

Behaviour Policy

Equality Policy

Safeguarding Policy

School's SEN Information Report

Supporting Pupils with Medical Conditions and

Safeguarding Policy

Aims of this policy

- To ensure that **all** children have access to a broad and balanced curriculum, differentiated where appropriate, to ensure that they reach their full potential
- To ensure that all pupils with SEND have their needs identified and special education provision made for them, as appropriate
- To ensure that all pupils with SEND are able to access the curriculum as fully as they are able by removing the barriers to their learning
- To ensure that all pupils with SEND are included in all aspects of school life, as far as reasonable adjustments allow
- To involve parents at all stages of the graduated approach and support them in understanding procedures and practices (See page 3)
- To ensure the views of pupils are taken into account, wherever possible, when identifying their needs and removing their barriers to learning

Admission arrangements

The School Admissions Code of Practice requires that children and young people with SEND are to be treated fairly. Admissions authorities:

- must consider applications from parents of children who have SEND but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- must not refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHC plan

Definition of SEND

A child of compulsory school age or a young person has a learning difficulty or disability, which calls for special educational provision, if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in
- Many children and young people who have SEN 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’ (SEND Code of Practice)

(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.)

Identification

- All available data must be considered when identifying pupils with SEND. In cases of very low attainment or very slow progress, this may indicate that a pupil has SEND and that special educational provision may be required. Other vulnerable groups that pupils may fall into i.e. child protection, Looked After Children, English as an Additional Language, Free School Meals, Pupil Premium must be considered
- Teaching staff are responsible for raising concerns about pupils with the Inclusion Manager. Opportunities to do this are during termly progress meetings and SEND review meetings. Concerns however, can be raised at any time if an urgent review of need or provision is required.
- The Inclusion Manager will monitor the pupil’s needs and investigate further through observations, speaking to parents and staff and if appropriate, diagnostic testing
- Parents can raise concerns with class teachers and/or the Inclusion Manager at any time

How will SEND children be identified and supported?

The Graduated Approach

The Graduated Approach is a model of action and intervention which recognises a continuum of SEN and where necessary, increasing specialist expertise will be brought to bear in the difficulties that a child may be experiencing.

Our children will be supported by:

- ‘Quality First Teaching’ by all teachers, learning supports assistants and teaching assistants in all classrooms
- Teaching for children with SEND will be differentiated where appropriate
- Children with SEND will be identified on each classes provision map and may have an individual support plan; known as ‘My Support Plan’ if appropriate

- Both the provision map and 'My Support Plan' follow the - Assess, Plan, Do, Review format and are tailored to each individual's specific needs
- Targets for the provision map and 'My support Plan' will be set in collaboration with parents, children, class teachers and the Inclusion Manager
- Targets will be 'Specific, Measurable and Attainable'
- Targets will reflect the advice of outside professionals if this is applicable
- The plans are a working document and will be made available to all staff working with the child. Copies of plans are stored securely on the staff area of the server

Storage and communication of information

- The Inclusion Manager is responsible for storing information confidentially
- Paper copies of SEND information will be stored in a locked filing cabinet in the Inclusion Managers office
- Any records kept by teachers will be stored in class cupboards as they may contain sensitive information
- Information will be shared with relevant members of staff where appropriate
- Parents will be offered a private room for meetings involving confidential discussions of SEND pupils

Transfers of SEND files

- During the transition from Beech Hyde to secondary school (or a transition at any other time to a different school), the Inclusion Manager will speak with the receiving SENCO and ensure that all relevant paper work is transferred appropriately

Roles and responsibilities

- **The Inclusion Manager**

The named Inclusion Manager is Mrs Tracey Berry

The responsibilities of the Inclusion Manager include:

- Overseeing the day to day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Liaising with and advising other members of staff
- Managing and appraising specialist SEND learning support assistants
- Storing and organising SEND information on pupils
- Maintaining the SEND register for the school and monitoring the termly provision mapping that all class teachers are required to update
- Attending termly progress meetings and support plan meetings with staff
- Liaising with parents of pupils with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies
- Liaising with school governors
- Liaising with other schools

- **The Governing Body**

The named Governor for SEND is Mrs Lisa Crawford

The role of the Governing Body is to:

- Ensure staff in school are aware of the importance of identifying and providing for, those pupils with SEND
- Ensure that the necessary provision is made for any pupil who has SEND
- Ensure that pupils with SEND have been made known to relevant members of staff in school
- Ensure that pupils with SEND have access to all areas of the curriculum

- **The Headteacher**

The Headteacher is Mrs Kate Harvey

The Headteacher has overall responsibility for informing the Governing Body of any SEND matters in consultation with the Inclusion Manager.

- **Class teachers**

Class teachers are responsible for:

- Providing 'Quality First Teaching' for all children including those with SEND
- Differentiating and modifying work appropriately for pupils with SEND
- Working together to develop and review procedures for identifying, assessing and making provision for pupils with SEND
- Reporting concerns to the Inclusion Manager
- Liaising with parents regarding SEND plans
- Identifying and managing provision for pupils needing interventions
- Ensuring all pupils are able to contribute during lessons and are included in activities
- Reporting training needs to the Inclusion Manager
- Updating targets at least termly
- Ensuring teaching assistants have an up to date copy of any SEND plans

- **Support Staff**

Learning support assistants (LSAs)/teaching assistants (TAs) are expected to:

- Deliver programmes of work for pupils who require additional support in liaison with class teachers
- Give feedback to the class teacher about progress of individual pupils working in their group or one to one
- Refer to targets as appropriate and contribute to the review of these targets.
- LSAs/TAs are responsible for supporting their assigned individual pupil in class

- **Outside Agencies**

These are some of the external agencies who are available for us to contact if we, as professionals, decide this is appropriate:

Educational Psychologist

School Nurses

Speech and Language therapists

Links Outreach

Harpenden Plus (Family support)

Windermere SpLD outreach

CAMHS

Specialist teachers, including those for ASC, Hearing Impairment and Visual Impairment.

We have links with Child Development Clinics, Physiotherapy and Occupational Therapy.

- **Parental Involvement**

Parents will be able to provide very valuable information regarding the needs and abilities of their children. They may also be able to provide valuable support at home and will want to be made aware of how school are supporting their children. Their views are extremely important when determining targets and reviewing the progress made.

The school will make every effort to inform parents about:

- The identified needs of their child
- The programmes of work being delivered to their child in school
- How parents could support their child at home
- The agencies that are involved and their advice

Parents are invited to twice yearly learning reviews and will be included in any reviews of the provision maps and 'My Support Plans.'

If parents have a concern

- Initial concerns may be reported to the class teacher or Inclusion Manager
- If the concern is not resolved, a complaint should then be made to the Headteacher
- If the action taken by the Headteacher does not resolve the concern, the complaint should then be made to the Governing Body
- If the action taken by the Governing Body does not resolve the concern, the complaint should then be made to the Local Authority