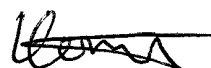




Special Educational Needs and Disability (SEND) Policy

Beech Hyde Primary School and Nursery



Last Reviewed:	Autumn Term 2023
Review Date:	Autumn Term 2024
Policy Coordinator:	Jo Shore
Signed: Headteacher	Karen Thomas Headteacher 
Signed: Co-Chairs of Governors	Amy Kenton Sarah Medlock  

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 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
- Child Protection Policy
- School's SEN Information Report
- Supporting Pupils with Medical Conditions and those who can not attend

Aims of this policy

- To ensure that **all** children have access to a broad and balanced curriculum, scaffolded and or adapted 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
- 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 mainstream schools or mainstream post-16 institutions
- 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 SENCO. 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 SENCO 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 SENCO 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:

- 'High quality teaching' by all teachers, learning supports assistants and teaching assistants in all classrooms
- Teaching for children with SEND will be scaffolded and or adapted where appropriate
- Children with SEND will be identified on each classes provision map and may have a spotlight profile and an individual support plan if appropriate
- Both the provision map and Individual Support Plan follow the Assess, Plan, Do, Review format and are tailored to each individual's specific needs
- Targets for the provision map and Individual Support Plan' will be set in collaboration with parents, children, class teachers and the SENCO
- 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 school google drive

Storage and communication of information

- The SENCO is responsible for storing information confidentially
- Paper copies of SEND information will be stored in a locked filing cabinet in the SENCOs 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 SENCO will speak with the receiving SENCO and ensure that all relevant paperwork is transferred appropriately

Roles and responsibilities

- **The SENCO**

The named SENCO is Jo Shore

The responsibilities of the SENCO 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
- Organising annual EHCP annual reviews

- **The Governing Body**

The named Governor for SEND is Amy Kenton (Co-chair)

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 Ms Karen Thomas

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

- **Class teachers**

Class teachers are responsible for:

- Providing 'high quality teaching' for all children including those with SEND
- Scaffolding, adapting 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 SENCO
- 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 SENCO
- Updating targets at least termly
- Ensuring teaching assistants have an up to date copy of any SEND plans

• **Support Staff**

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.
- TAs are responsible for supporting assigned individual pupils 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)

CAMHS

Specialist teachers, including those for ASD, 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 Individual Support Plans.

If parents have a concern

- Initial concerns may be reported to the class teacher or SENCO
- 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