



SEND:
Policy & information report

January 2021

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1. Aims

At Beever Primary School we are committed to ensuring that all of our children achieve their full potential. We work hard to remove any barriers that may be affecting learning and aim to provide all children with the support they need to make progress and succeed. However, we understand that children learn at different rates and that some children require more personalised help. We embrace the fact that every child is different and therefore the educational needs of every child are different and we work collaboratively to ensure each child gets a quality learning experience that meets their needs.

It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We have worked hard to provide a fully inclusive environment and a secure special educational provision for children for whom this is required, that is 'additional to and different from' that provided within the curriculum, to better respond to the four areas of need identified in the Code of Practice. (January 2015). This SEND Policy details how all staff at Beever Primary School will do their best to ensure that the necessary provision is made for any child who has special educational needs and that those needs are known to all who are likely to work with them. We ensure that teachers are able to make early identification of those children with special educational needs, and meet their individual needs allowing them to join in all school activities together with children who do not have special educational needs and participate fully in school life.

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:

- 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, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind 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 SENDCO

The SENDCO is Mrs Victoria Kindon (0161 770 8351)

The SENDCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND 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 that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEN governor

The SEN 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 SENDCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN 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 SENDCO to review each pupil's progress and development and decide on any adaptations to the provision
- Ensuring they follow this SEND policy

5. SEND 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
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

It is important to note that not all behavioural issues are linked to social, emotional and mental health and may reflect other underlying difficulties.

Children and young people with some health or disability conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition (Code of Practice Xviii)

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. At Beever Primary School we take care to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. Difficulties related solely to limitations in English as an additional language are not SEND. (Code of Practice 6.24)

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
- 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 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. This will be done in co-production with parents and children themselves to keep the focus on the needs to the children and their families.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil 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 take into account the parents' concerns and wishes
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support and ask them to sign a permission slip so the child can be included on the SEND register.

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 teacher will work with the SENDCO 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 or 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

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil 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. All children who are transitioning to another setting are supported by having new teachers visit our school so the children can get to know them in familiar surroundings, then pupils will attend induction days at their new school to support them in transition. Whenever this is not possible this will be done virtually to support our children in their transition process.

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. Quality first teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. When teachers feel a child is not making expected progress they make amendments to their QFT to see if this has an impact and speak with parents and the school SENDCo to gain a bigger picture of the child's needs as well as share concerns. If this is still not successful then further conversations are held with the SENDCo and with parents' permission, children are placed on the SEND register. The SENDCo and the teacher work together, often seeking specialist support through referring children in a timely manner and acting on the advice given. A variety of intervention programmes are used in school to support our SEND children in achieving their full potential:

- RWI one to one tuition
- 5 minute maths box
- 5 minute literacy box
- Numberstacks
- Power of 2
- Plus 1
- Lego therapy
- Teodorescu – Write from the start
- Motor skills united
- SALT – specialist recommended intervention programmes
- Wellcomm
- WellComm Primary
- Blast and Blast 2
- Talk Boost
- WordAware

5.7 Adaptations to the curriculum and learning environment

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

- Adapting our curriculum to ensure all pupils are able to 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, wobble cushions, pencil grips, fidget toys etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching/post teaching of key vocabulary, reading instructions aloud, use of visual prompt etc.
- As the school is on 2 levels we have a single person lift situated in the middle of the school to enable all children to have full access.
- All surface edges are highlighted in marker tape and large objects have coloured tape around them to support children who are visually impaired.

5.8 Additional support for learning

We have 8 teaching assistants who are trained to deliver all of the interventions we offer and we regularly update our training with staff meeting sessions focused on developing staff skills in delivering these interventions effectively, particularly with RWI, Numberstacks, SALT interventions, LEGO therapy etc.

Teaching assistants will support pupils on a 1:1 basis when working on a one-to-one tutoring intervention (EEF recommended) or when particular targets are being focused on to help a child overcome a particular barrier in their learning. It may also be appropriate for one-to-one support if a child has a significant medical condition which requires a high level of supervision.

Teaching assistants will support pupils in small groups when working on a small group intervention or when supporting a group of children within a lesson.

We also use additional teaching assistants who are trained to deliver focused interventions to priority children/classes when the need arises.

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

- QEST
- Early Help
- Educational Psychologists
- SALT
- Occupational Therapy
- POINT
- Healthy Young Minds
- Visual/Hearing impairment team
- Jigsaw (behavior management)
- Pediatricians
- School nurses/Health Visitors

5.9 Expertise and training of staff

Our SENDCO has 19 years teaching experience and has worked as the Schools SENDCo since February 2020. She holds the statutory National Award for SEND Co-ordination - NASENCO Award, accredited from Middlesex University.

The SENDCo is allocated 2.5 days a week to manage SEND provision.

We have a team of 9 teaching assistants, including 1 higher level teaching assistant (HLTA) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in: RWI, SALT interventions, 5 minute number box, Numberstacks, Power of 2, Plus 1 and WellComm interventions.

5.10 Securing equipment and facilities

We work closely with outside agencies such as; the Physical Development, the Visual Impairment and Hearing Impairment teams to secure any additional equipment and/or facilities to support pupils with SEND. We also work with agencies identified in the Local Offer such as POINT and SENDIASS.

5.11 Evaluating the effectiveness of SEND provision

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 over a half term period
- Using pupil/staff/parent questionnaires
- Monitoring by the SENDCO
- Holding termly meetings with Parents in the form of a 'Structured Conversation'
- Holding annual reviews for pupils with EHC plans
- Auditing the SEND provision annually to ensure all children's needs are being met.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular 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) to Robinwood.

All pupils are encouraged to take part in sports day/school plays/special workshops.

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

Pupils with SEND are supported in various ways to enable them to have a fully inclusive school experience. On admission into school meetings are held so everyone has a clear understanding on the child needs and views.

We take many steps to prevent disabled pupils from being treated less favourably than other pupils such as building class charters which are focused on equality, having children with SEND on the school council and being involved in all aspects of school life.

The facilities in school are fully inclusive and all children are expected to participate to the best of their ability – we have high expectations of all children regardless of need.

Please see our school accessibility plan to see how we have made our school accessible for all.

5.13 Support for improving emotional and social development

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

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of all clubs, including lunchtime clubs, to promote teamwork/building friendships
- We have a pastoral Support Leader (Miss Katie Greaves) who supports our children and their families.
- We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We follow the guidance from the CoP and ensure early intervention is acted upon to support our children. The SENDCO, class teacher and parents work closely together to make the relevant referrals in a timely manner. School works closely with the school nurse located next door at the Beever Children's Centre.

5.15 Complaints about SEN provision

Any concern or complaint should be made to the child's class teacher in the first instance. Then through contacting the SENDCo, Head Teacher or Deputy Head Teacher. They will then be referred to the school's complaints policy. If the complaint remains unresolved, then the Governing Body will be consulted.

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

5.16 Contact details of support services for parents of pupils with SEN

POINT- www.point-send.co.uk

Early Help - www.positive-steps.org.uk

Healthy Young Minds - healthyyoungmindspennine.nhs.uk

5.17 Contact details for raising concerns

Any concerns should in the first instance be raised with the class teacher. If it is of an urgent matter then concerns should come direct to the SENDCo – Mrs Kindon.

5.18 The local authority local offer

Our local authority's local offer is published here: www.oldham.gov.uk/info/201097/your_local_offer

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Kindon (SENDCo) **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
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding
- Emotional Health and Wellbeing