

Beacon Rise Primary School

Special Educational Needs and Disability Policy

SENCO: Miss Chambers

Experienced SENCO and Deputy Headteacher

Miss Macdonald

Miss Bostridge

SENCO and Class Teacher

SEN Governor: Mrs Box

Contact Details: school@beaconrise.org.uk



At Beacon Rise Primary School we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum.

Aim

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We believe this to be important to allow each individual child to develop into a responsible member of the community. To achieve this we strive to provide a school environment that is secure, stimulating, supportive and memorable, whereby each child feels valued as part of our community and encouraged to achieve their full potential.

At Beacon Rise Primary School we aim to provide an environment in which members of the school and wider community are accepted, understood, safe, secure, welcomed and challenged. We believe that each person has a unique and valuable contribution to make in enhancing and enriching our community.

We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and listening to pupils.

Objectives

- To enable all children to have full access to all elements of the school curriculum and wider school life.
- To identify at the earliest opportunity and provide for pupils who have special educational needs and/or additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To create an inclusive environment that meets the special educational needs and disabilities of each child.
- To heighten the awareness that every teacher is a teacher of every child including those with SEND.
- An appropriately qualified or experienced SENCO will be provided by the school to ensure that all the points in the policy are upheld.
- To provide support, advice and facilitate professional development for all staff working with pupils with SEND.
- To develop and maintain partnerships and high level of engagement with parents and outside agencies.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable children to transfer from us equipped in the basic skills of English, Maths and social independence to meet the demands of continuing life-long learning.
- To ensure that our children have a voice in this process.

Identifying Special Educational Needs

Children's needs may be categorised into four band areas, these include:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

These four categories broadly identify the aspects of SEND needs for pupils at our school. However we will also identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child or young person.

Other issues that may impact on progress and/or attainment but are not solely SEND include:

- Disability
- Attendance
- Punctuality
- Gifted and talented
- Underachievement
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium
- Being a looked after child
- Being a child of a serviceman/woman

As these do not constitute to SEND alone, our school will have systems and procedures in place to support these children where appropriate.

A Graduated Approach to SEND Support

The Code of Practice clearly states that a graduated approach to SEN is needed. This follows a cyclical process:

- Assess
- Plan
- Do
- Review

Assess

At Beacon Rise we aim to identify pupil's needs as they arise and provide teaching and learning contexts that enable every child to achieve his or her full potential.

A clear understanding of an individual child's needs is essential when planning effective differentiated lessons and/or strategies and devising the appropriate provision to support teaching that will lead to the child making at least good progress and improved outcomes.

Assessment of a child's needs starts with the whole school approach. This approach identifies each child's strengths and any area where the child is not making adequate progress despite high quality first teaching.

The school's system for regularly observing, assessing and monitoring the progress of all pupils is used to identify pupils who are not progressing and who may have additional needs. The school's system includes:

- Foundation Stage Profile
- Progress measured against the national expectations in English and Maths and end of Key Stages
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- An existing EHC of SEND

- Assessments by a specialist service, such as educational psychology, identifying additional needs.

Plan

Once the need for SEND support has been identified, the Code of Practice is quite clear that the first step is quality first teaching. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Alongside quality first teaching, additional intervention maybe implemented depending on the need. This specific intervention could be individual or small group led by a teacher or TA. The intervention will be planned using the child's next step in learning and the impact of it will be measured. This may result in your child being placed on the school SEND register.

The school works closely with parents and pupils in the planning process. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to the support and progress of their child.

If necessary, advice and support will be sought and implemented from various outside agencies.

As well as the above, if a child has a statement or Education Health Care Plan (EHC), all planning and provision will take account of their statutory requirements stated within their statement or EHC plan.

Do

The class teacher is responsible for the day to day teaching of all pupils including those with identified SEND. It is vital that the teacher liaises daily with all adults involved in any targeted intervention. It is the class teacher's responsibility to assess the impact of targeted intervention.

Intervention groups take place for academic, social, emotional, physical or communication needs. We organise and lead many different types of intervention for all SEND children. These are run by a teacher or most often a teaching assistant, who has received training. All intervention is measured for impact by class teachers and monitored by the SENCO, Key Stage Leaders and the headteacher.

Review

Teachers are continually observing, assessing and reviewing the progress of all pupils on a daily basis through:

- observations

- marking
- verbal or written feedback
- discussions or meetings with other teaching staff.

This information is used to inform future differentiation within whole class planning. This takes place for all pupils, whether formally or informally, throughout the year. In addition, pupils with SEND have regular planned progress meetings where the planned outcomes are assessed and reviewed. This takes place at least three times a year.

When discussing the progress of pupils with SEND, the following questions form part of the discussion:

- Has the pupil met their expected targets?
- Is the pupil making progress?
- Is the rate of progress similar to the previous rate of progress?
- Is the pupil on track to achieve their end of year target?
- Is the gap narrowing between pupils with SEND and all pupils?
- What intervention has been implemented and what was the impact?
- What are the child's next steps in learning?

Where monitoring shows that a period of differentiated curriculum support has not resulted in the child making adequate progress, provision at the **SEN Support** level may need to be made. This will mean that the child will be placed on the school SEN register.

The Role of Parents/Carers and the Child in the Graduated Approach

Staff and parents/carers will work together to support pupils identified as having additional needs. The Code of Practice actively encourages parent and pupil voice. Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate. At review meetings we try to always make sure that the child's strengths as well as areas for development are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable. Our aim is that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed. Parent and pupil contribution will be reflected in the provision provided by our school.

Managing the Needs on the SEND Register

Under the Code of Practice 0-25 2015, there are two categories in which a child with SEND may have their needs described:

- SEN Support or
- Education Health Care Plan (EHC).

The main difference between SEN Support and EHC is a pupil with an EHC has their statutory rights protected by law whereas a pupil described as requiring SEN Support will have their

needs met through school provision. For full information, please see the schools SEN Arrangements on the website.

Following data analysis, intervention review and pupil progress meetings, the SEN register will be updated. This will take place at least three times a year.

Using the assess, plan, do and review process teachers will provide for the emerging needs of each child using the skills and expertise both within the classroom and across the school. A year-group provision map is produced by teachers and monitored by the SENCO at the start of each term so everyone is aware of the additional support that is place for any particular class or child. However, on occasions, following the assessment and review process, we may seek additional support from specialist services if a child continues to make little progress. If this happens, parents and carers are fully involved in the process by contributing and consenting to the referral.

When a teacher feels it is necessary to place a child on the school SEN register, parents and carers will be consulted by the class teacher. At this point, parents will be fully included in the planning and intervention process.

If, following a review meeting, it was felt that a child has made significant progress and no longer requires to be on the SEN register, then in consultation with the parents, an agreement will be made to remove the child from the register.

There are other processes in school that may support a child with SEND and would be used as and when appropriate for specific circumstances.

The level of provision depends upon individual needs in consultation with the child, relevant professionals, teachers and parents. For more information see the schools SEN Arrangements on the school website.

As a school if we identify that we are unable to fully meet the needs of a child we will:

- Request advice from the appropriate agencies and follow any recommendations that are made to meet individual needs
- Carefully track and monitor the support progress and attainment
- Liaise with other settings to develop support for the child
- Request a statutory assessment in order to put in place an EHC plan
- Involve parent and carers throughout the entire process.

The school is responsible to provide adequate resources through the budget assigned to SEND and this is monitored by the Senior Leadership Team. The school spends at least 3.6% of its budget on SEND which is in line with the LA's suggested minimum. This money is used to provide resources including TA hours where needed.

For pupils eligible to funding through an EHC plan this is also tracked and monitored through Senior Leadership Team and reviewed annually through the review process with the school and then the SEN case panel (South Gloucestershire). The panel will then identify if the EHC plan will require adjustment. There are clear guidelines for the EHC plan process.

Training and Resources

The training needs of all staff are identified through:

- Audit of staff strengths and areas to be developed
- Identification of specific needs for individuals and how staff need to be trained to support the pupil
- Key objectives on the School Development Plan that may need addressing through training.

The SENCOs attends local network meetings and is kept up to date both locally and nationally.

All school resources are purchased as necessary.

Roles and Responsibilities

The SENCOs are responsible for:

- Co-ordinating all the support and progress for all our children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all our children get a consistent, high quality response to meeting their needs in school
- Ensuring that parents are:
 - * involved in supporting their child's learning;
 - * kept informed about the support their child is getting;
 - * involved in reviewing how their child is doing
- Liaising with outside agencies who may come into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology
- Updating the school's SEND register and making sure that there are excellent records of each child's progress and needs
- Providing specialist support or professional development for teachers and support staff in school
- Looked after pupils.

The class teacher is responsible for:

- Checking on the progress of each child in their class and identifying, planning and delivering any additional help a child may need and letting the SENCOs know as necessary.
- Ensuring that all staff working with a child in school are helped to deliver the planned work/programme for that child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.
- Working in partnership with their children's parents to develop cohesive teams.

The headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for our children with SEND.
- Giving responsibility to the SENCO and class teachers and responsible for ensuring that all children’s needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Strategic planning to continually improve the provision for all children with SEND.

The headteacher is also the designated teacher for child protection and managing pupil premium.

The SEN Governor is responsible for:

- Meeting regularly with the SENCO and reporting to the Governors to keep everyone informed
- Making sure the children with SEND are fully involved in all school activities
- Ensuring the provision for children with SEND promotes high standards and is accessible
- Ensuring the SEND provision is monitored regularly
- Ensuring the school adheres to the Code of Practice.

Storing and Managing Information

All paper documentation and reports linked to a child on the SEND register is securely stored by the SENCO in a locked cabinet. E-documents are attached to individual pupil profiles in SIMs. The Senior Leadership Team and Office staff have access to these. Copies of all relevant reports and documents are given to a child’s new setting or school during transition. All documentation is stored in school for a period of time and shredded when they are no longer needed.

Dealing with Complaints

We aim to achieve positive relationships with parents but if a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the class teacher. If the parent feels this has not be dealt with satisfactorily the SENCO who will try to resolve the situation. If the issue cannot be resolved the parent can submit a complaint to the Head teacher. Any issues that remain unresolved at this stage will be managed according to the school’s *Complaints Policy*.

Reviewing the Policy

The SEND policy will be reviewed annually by the SENCO in discussion with the Senior Leadership Team and Governing Body. The Governing Body will ratify the policy accordingly. Parental responses to this policy are welcomed and will be considered.

Agreed by Full Governors	Term 3
Date of review	Term 2 2019/20