



# **SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY**

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Beccles Primary Academy

Agreed by Governors March 2017

Recent review March 2018

Signed:

## **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sep 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy was created by the school's SENDCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND.

## **Our SENDCO**

Our Special Educational Needs and Disabilities Coordinator (SENDCO) is a member of the Senior Leadership Team and can be contacted via the school telephone number (01502 713281) or by emailing [senco@becclesprimaryacademy.org](mailto:senco@becclesprimaryacademy.org)

## **Our School Aims**

We are an inclusive, mainstream primary school. We want all adults and children to participate in learning and we celebrate all members of our community. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community, working with parents and other agencies to provide the best possible support in order that all learners achieve their potential. Every teacher is a teacher of every child including those with SEND.

## **Objectives:**

- To identify, assess and provide for pupils who have special educational and 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 provide a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who will work with the SEND policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To work cohesively with parents and other agencies to ensure a joint approach for supporting children with special educational needs and disabilities.

## **Identifying Special Educational Needs**

Identification is a whole school responsibility that involves identifying particular children whose difficulties are preventing them from making progress. Issues may be identified in one of the following four categories:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

The purpose of identification is to work out what support needs to be put into place to support the child, rather than fit individuals into categories. As a school we consider the needs of the whole child, not just their special educational needs.

Information is gathered in a variety of ways to support the identification of need. This includes:

- Regular in-school assessment
- Discussions with and input from parents
- Discussions with individual children
- Information and assessments from other agencies (e.g. Speech and Language Therapists, Community Paediatricians, Educational Psychologists)
- Education and Healthcare Needs assessment

*The SEND Code of Practice (2014) states:*

*'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.'*

Behaviour is a form of communication: persistent disruptive or withdrawn behaviour is often an underlying response to a need which as a school, knowing the child well, we would identify clearly.

### **A Graduated Response to SEN Support**

- All children are entitled to quality first teaching and, where necessary, intervention programmes and adjustments to ensure good quality personalised teaching.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.
- Learning and teaching is carefully monitored by the Senior Leadership of the school: the quality of teaching is reviewed regularly for all pupils, including those at risk of underachievement. Training and support is provided to teachers to improve understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Where a child is underachieving despite good quality, personalised teaching and intervention, the class teacher together with the SENDCO considers all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, in discussion with parents, referrals are made to request more specialised assessments from external agencies and professionals.
- Following both assessments made in school and those by external agencies, where a child requires support or intervention that is different from or additional to that which is normally provided for children of that age, a plan is drawn up to put in place additional actions to support the child to make progress. This is reviewed on a regular cycle.
- Throughout the process there is open dialogue with parents, families and the children themselves. School will seek the views of parents during Parent Progress Consultations or in additional meetings and will talk to the children in school.

### **Managing Pupils on the SEND Register**

- In school we use a system of Learning Plans or LPs to identify individual need, plan for delivery of support to overcome barriers and to review the effectiveness of the support. These documents outline how we will support the child with overcoming their barriers and how we will work with parents to do this.
- Class teachers are responsible for writing and reviewing LPs for children in their class. The SENDCO works alongside class teachers to advise and support them during this process, however, it is the class teacher's responsibility to evidence progress according to the outcomes described in the plan.
- LPs are working documents and are constantly being reviewed. However, there are three formal reviews per year:
  - October - allowing a new class teacher time to get to know the children before reviewing the IEP
  - February – this is the mid-year review, to look at progress so far and to plan next steps.
  - June – this review also includes planning for transition to the new class.
- Parents' views are sought at Progress Consultation Evenings and LPs in draft form are shared and edited as part of this process.
- Progress of SEND children is looked at separately as part of Pupil Progress Meetings between the Headteacher, SENDCO and the class teacher. This happens every term. LPs may be adjusted as part of this process and class teachers then share any adjustments with parents.
- The level of provision for a child is agreed on an individual basis. Plans are based on the child's individual needs and the unique barriers to learning that they face. As part of the provision identified in the LP there may be small group work or work on a 1:1 basis with an adult. Some children may require several types of intervention.
- We endeavour to meet the needs of all children in school. However, where in-school intervention or support has had limited impact, or where school feel they need further support or advice with planning a programme of support for a child, the SENDCO will seek parental permission to refer the child to a specialist service or outside agency. The parents' and child's views are sought and noted as part of this process.
- Where a child has a particularly high level of need, additional funding may be sought through Suffolk's High Tariff Needs top-up funding process. This process involves submitting a claim to the Local Authority, evidencing the support received in school and the needs of the child involved through documents such as outside agency reports. This involves only a minority of children.

### **School Request for Education, Health and Care Plan Assessment**

- A request will be made by the school to the Local Authority if the child has demonstrated significant cause for concern. The Local Authority will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.
- The evidence will include:
  - Previous Learning Plans and targets for the pupil.
  - Records of regular reviews and their outcomes.
  - Records of the child's health and medical history where appropriate.
  - National Curriculum attainment levels in literacy and numeracy.
  - Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
  - Views of the parents.
- This referral is considered by a multi-agency panel to decide whether or not an **Education, Health and Care Plan (EHC)** is required. For further details, please see Suffolk's Access Unlimited website ([www.access-unlimited.co.uk](http://www.access-unlimited.co.uk)).

### **Education, Health and Care Plan Reviews**

Children who currently have Statements of Special Educational Needs, and those with new EHC Plans, will have formal Annual Reviews. The SENDCO will contact parents to arrange this meeting and invite relevant outside agencies. Views from the child, parents, the child's class teacher and any involved agencies are sought. A formal record of the meeting will be sent to the Local Authority and copies provided for those invited.

## **Removing a child from the SEND Register**

Where a child has made progress and no longer requires support that is additional to and different from that of other children of the same age, the class teacher will talk to the child's parents and the SENDCO about removing the child from the register. If all are in agreement the child will be removed from the register, but closely monitored to ensure the progress continues. This is done through the termly Pupil Progress Meetings in school.

## **Supporting Children and Families**

- Beccles Primary Academy is a non-selective school which is open to any child. We have a Pupil Admission Number (PAN) of 45. This is the maximum number of children we can have in a year group. Should we be full alternative school places will be found by the local authority. However, there is an appeals process available for any parents that wish to appeal against the decision. Details can be found the Suffolk County Council website or via our school website, [www.becclesprimaryacademy.org](http://www.becclesprimaryacademy.org)
- There is further information on Suffolk's 'Local Offer' and support for children and families on Suffolk's infolink website, [www.suffolklocaloffer.org.uk](http://www.suffolklocaloffer.org.uk) (*Regulation 53, Part 4*)
- The school has a statutory requirement to provide a **SEND Information Report** (*Regulation 51, Part 3, section 69(3)(a) of the Act*) which can be found on the school website ([www.becclesprimaryacademy.org](http://www.becclesprimaryacademy.org)) or in the appendices of this policy.
- Transition between classes can be a difficult time, particularly for children with special educational needs. To support them and their families, we have a number of activities and strategies that we use in school to make this process easier for the children. Part of this includes our transition booklets, with photographs of new members of staff and classrooms to support children with getting ready for the change.
- When a child moves from our school to another school we work with the new school to ensure information is transferred and prepare the child as much as possible for the change. We work with all the local high schools on both their own transition programmes and also arrange additional visits if required to ensure the move is smooth as possible.

## **Supporting children with Medical Conditions**

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- There is a separate policy with details of how children at school with medical conditions are supported.

## **Monitoring and Evaluation of SEND**

The school has a rigorous schedule of monitoring and evaluating the quality of provision of all pupils. This includes:

- Lesson observations
- Data analysis
- Pupil Progress Meetings (discussions between the Headteacher, SENCO and Class Teachers)
- Children's work scrutinies
- Sampling of children's views
- Sampling of parent views

During this monitoring and evaluation, there is always a specific focus on the progress, attainment and quality of provision for children with SEND. The SENDCO is responsible for this monitoring and reports the outcomes to the SEND Governor. These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils

## **Training and Resources**

- SEND is funded through the 'School's Block', where a notional SEND budget is set according to children's prior progress. In addition to this, the school allocates sufficient resources to meet the needs of the children currently on roll.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENDCO regularly attends the REAch2 Trust SENDCO Network Meetings in order to keep up to date with local and national updates in SEND.
- Training needs of staff are also identified and planned through Pupil Progress Meetings or as a result of Skills Audits. This is always based on the needs of the children currently on roll.

## **Roles and Responsibilities**

### The Headteacher

- Is responsible for overseeing the Pupil Premium Grant and Looked After Child Funding.
- Line manages the SENDCO.
- Ensures the appropriate allocation of SEND funding.
- Allocate Learning Support Assistant support to specific classes/groups of children.

### The SEND Governor

- Helps to raise awareness of SEND issues at governing body meetings.
- Ensures that the school's notional SEND budget is appropriately allocated to support pupils with SEND.
- Gives up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school.
- Helps to review the school's policy on provision for pupils with SEND.
- Assures the governing body that the school website publishes the school's SEND offer in accordance with the new Code of Practice.

### The SENDCO

- Is responsible for day to day operation of the SEND Policy.
- Co-ordinates provision for all children with SEND.
- Leads the planning of intervention.
- Monitors and evaluates the quality of provision for SEND pupils.
- Delivers training for staff in school.
- Is responsible for managing the schools responsibility for meeting the medical needs of pupils.
- Takes a lead role in completing the annual funding procedures.
- Communicates with members of staff in an advisory capacity for children who are causing concern.
- Maintains the school's Special educational Needs register and over-seeing the records of all children with Special Educational Needs.
- Liaises with parents of children with SEND.
- Supports teachers within The Foundation Stage, Key Stage 1 and Key Stage 2 in helping to identify and provide for children with SEND
- Liaises with external agencies where appropriate

### The Class Teacher:

- Contributes to the identification of children with SEND.
- Provides appropriate differentiated tasks within the class.
- Writes and implements Learning Plans where necessary

### Learning Support Assistants

- Work under the direction of the teacher, whether with the whole class, a small group, or an individual pupil.
- Support the learning of all children, including through carrying out assessments, delivering interventions and creating resources in order to implement the Learning Plans.

### **Storing and Managing Information**

SEND Records are kept in locked filing cabinets in the SENDCO's office. For further details of how documents are stored, please see the school's Data Protection policy.

### **Reviewing the Policy**

The SEND policy will be reviewed annually.

### **Accessibility**

The accessibility plan forms part of the school's Equality Policy.

### **Dealing with complaints**

It is an integral part of our overall school policy that parents are involved in the education of their children. Where a child has been identified with SEND, parents will be invited to participate in the development of targets for their children, planning for support and in the review process. However, if a parent has a concern they should first discuss this with the class teacher, the SENDCO and/or the Head teacher where every effort will be made to resolve the matter. If a parent is still concerned then they should direct their complaint to the Governing Body. In the event that a parent is still dissatisfied there is a copy of the school's Complaints Procedure available from the school office or website.

### **Bullying**

At Beccles Primary we do not tolerate bullying. In order to prevent bullying, particularly of vulnerable learners we:

- Promote inclusivity: we are all unique, we are all important
- Ensure all children are aware of the school's Golden Rules, which are displayed in every classroom around school. These are:
  - Do be gentle
  - Do be kind and helpful
  - Do work hard
  - Do look after property
  - Do listen to people
  - Do be honest.
- Children are encouraged to think about how their behaviour affects others.
- Children are taught how to use thinking skills and feelings together to guide their behaviour using taught calming down strategies, problem solving and conflict management techniques.
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development. The delivery of the SEAL curriculum offers a structured, spiral curriculum for developing the social, emotional and behavioural skills of all children.
- Activities such as Friendship Weeks, celebrating our differences and promoting strategies for preventing or dealing with bullying.