



Beckermet C of E Primary School

Special Educational Needs and Disabilities (SEND) Policy

Reviewed: August 2023

Date for review: August 2024

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“The woods would be very silent if no birds sang there except those who sang best” - John James Audubon

Here at Beckermet our mission is to provide all children with the building blocks to a bright future. We will achieve this by:

- Providing equal opportunities for every child in our care;
- Celebrating diversity and valuing the abilities of all children;
- Providing a safe, exciting, creative and effective learning environment;
- Equipping our children for their life journey by promoting and developing their Christian values;
- Swiftly identifying and addressing any difficulties facing a child;
- Providing a broad and balanced curriculum tailored to individual needs;
- Working in close partnership with parents and outside agencies where appropriate;
- Having high expectations of all children.

Aims of this policy

We recognise that many children may have Special Educational Needs and Development (SEND) at any time throughout their school life and we seek to meet these needs to the best of our ability. This policy aims to ensure that:

- High levels of achievement are attained by all;
- We are an inclusive school;
- The identification of pupils requiring SEND provision occurs as early as possible in a child's school career;
- We attain a high level of satisfaction and participation from pupils, parents and carers;
- All stakeholders share a common vision and understanding;
- We give targeted support and resources where they are needed most;
- We achieve a level of staff expertise to meet pupil needs;
- We work towards inclusion in partnership with other agencies and schools.

Admission Arrangements

No pupil will be refused admission to school on the basis of their special educational need and disability. In line with the SEN and Disability Act we will not discriminate against disabled children and will take all reasonable steps to provide effective educational provision.

Management and Responsibilities for SEND within school

The Head teacher, SEND governor and the SENDCo are responsible for the development of the SEND policy and provision within the school. Class 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. Staff are aware of their responsibilities towards pupils of SEND, whether or not they have an Education, Health AND Care Plan (EHCP). Teaching assistants play a major role in the support of pupils with SEND. The rationale for the deployment of teaching assistants is pupil centred.

The SENDCo is responsible for:

- Overseeing the day-to-day operation of this policy;
- Co-ordinating provision for children with SEND;
- Liaising with and advising colleagues;
- Overseeing the records on all children with SEND;
- Liaising with parents of children with SEND in conjunction with class teachers;
- Contributing to the in-service training of staff;
- Liaising with external agencies including the LA's support and educational psychology services, health and social services , and voluntary bodies;
- Reporting to the governor with responsibility for SEND

The head teacher is responsible for ensuring that the SENDCo has sufficient time and resources to carry out these functions.

Identification and Assessment

As outlined in the SEND Code of Practice:

- A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them;
- Special educational provision is provision that is additional to or different from that which would normally be provided for children or young people of the same age in a mainstream educational setting.

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2015:

- Communication and Interaction (C and I);
- Cognition (Cog);
- Social Emotional and Mental Health difficulties (SEMH);
- Sensory and/or Physical. (S/P).

Whilst these four areas broadly identify the primary need of a pupil we also consider other factors which may also impact on a pupil's progress:

- Disability;

- Attendance and punctuality;
- Health and welfare;
- English as an additional language (EAL);
- Being in receipt of the Pupil Premium (PP);
- Being a Looked After Child (CLA);

The SENDCo uses whole school tracking data (ScholarPack) and any other appropriate teacher assessments as an early identification indicator of SEND. We also use a number of additional indicators of special educational needs:

- Entry profiles at FS1 and 2 baseline and end of FS data;
- KS1 Phonics test results;
- Teacher concerns;
- Parental concerns;
- Nursery and Pre-school concerns/records;
- Information from any previous educational settings;
- Information from other services.

The SENDCo maintains a list of pupils (identified through the procedures listed above) whom are either on the SEND register, receiving intervention or have a medical need; this is called the SEND Provision Map and details the nature and frequency of any support that the child is receiving. Such details are also included within a child's individual pupil profile.

Curriculum Access and Provision

The head teacher is responsible for ensuring 'quality first teaching' is delivered to all pupils at Beckermet Primary School. In order to meet the learning needs of all pupils, teachers must make reasonable adjustments to their teaching through appropriate differentiation.

Where pupils are identified as having special educational needs and disabilities, the school provides for these additional needs in a variety of ways and the provision for pupils is related specifically to their needs.

The range of provision may include:

- in class support for small groups with an additional teacher or teaching assistant;
- small group withdrawal;
- individual class support or individual withdrawal;
- further differentiation of resources;
- differentiated homework;
- differentiated marking;
- the use of alternative learning materials or special equipment;
- staff development and training to undertake more effective strategies;
- access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training.

Record Keeping

The SENDCo will record any additional steps taken or interventions planned to meet pupils' individual needs and maintain these records. These records will be stored securely. In addition to the usual school records, the pupil's profile may include:

- information from parents;

- information on progress and behaviour;
- the pupil's own perceptions of difficulties;
- information from health/social services;
- information from other agencies.

SEND support plans and EHCP plans

All pupils on our SEND register will have a SEND Support Plan (formerly known as an Individual Education Plan or IEP). It is the class teacher, alongside the SENDCo, who is responsible for the development and review of a support plan. The SEND Support Plan will detail any provision that is additional to and different from usual classroom provision. It will concentrate on specific, measurable, agreed, realistic and time based targets (SMART targets) that closely match the pupil's needs. It will also contain information on:

- the long term aims for the child,
- the teaching strategies that will help and ensure that the targets are met or that progress is made towards meeting the targets,
- the resources or programs that will be used,
- any interventions that have been organised and the name of the individual responsible for delivering the intervention,
- the success criteria,
- the review date for the SEND Support Plan.

The SEND Support Plan will be created through discussion with the SENDCo, Class Teacher, teaching assistants, the pupil and the parent or carer. For pupils with an EHCP, provision will correlate to the recommendations on the plan.

SEND Support Plans will be reviewed, with the parents or carers of the child, the class teacher and the SENDCo termly. If a child's needs have been met and there is no need for further additional support, a SEND Support Plan may no longer be appropriate and ceased.

Code of Practice and Graduated Approach

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCo, in collaboration with the Class teacher will write a SEND Support Plan.

A child will be given a SEND Support Plan when despite receiving differentiated teaching and a sustained level of support, a pupil:

- still makes little or no progress in specific areas over a long period;
- continues to work at National Curriculum levels considerably lower (one year lower) than expected for a pupil at a similar age;
- continues to experience difficulty in developing Literacy/numeracy skills;
- has emotional problems that substantially impede their learning;
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists;
- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. An Early Help Assessment (EHA) will be submitted. The school may have the following information available when submitting a request for statutory assessment:

- Records from past interventions;
- Current and past SEND Support Plans or IEPs;
- Records and outcomes of regular reviews undertaken;
- Information on the pupil's health and relevant medical history;
- National Curriculum levels and or assessment data;
- Other relevant assessments from specialists such as Specialist Advisory Teachers and Educational Psychologist;
- The views of parents;
- Where possible, the views of the pupil;
- Social Care/Educational Welfare Service reports;
- Any other information provided by professionals.

Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- matched to the longer-term objectives set in the EHCP;
- of shorter term;
- established through parental/pupil consultation;
- set out in a SEND Support Plan;
- implemented in the classroom;
- delivered by the class teacher with appropriate additional support where specified.

Reviews of an EHCP

EHCPs must be reviewed annually or bi-annually for Foundation Stage or Key Stage 1 children. The LA will inform the Head Teacher at the beginning of each school term of the pupils requiring reviews. The SENDCo will organise these reviews and invite:

- the pupil's parent(s) and or carers;
- the pupil if appropriate;
- the relevant teacher;
- a representative of the SEND Inclusion and Assessment Team;
- the Educational Psychologist;
- any other person the SENDCo or parent/carer considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP;
- Review the provision made to meet the pupil's need as identified in the EHCP;

- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it;
- If appropriate to set new objectives for the coming year;
- At Key Stage transitions reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCo will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

Partnerships with Parents/Carers

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision;
- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- ensuring all parents and carers have appropriate communication aids and access arrangements;
- providing all information in an accessible way;
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for the child;
- involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils, where appropriate, by encouraging them to:

- state their views about their education and learning;
- identify their own needs;
- self-review their progress and set new targets;
- contribute towards the setting of individual targets;
- be a part of annual reviews.

Environment

The school has the following special facilities:

- A disabled toilet and shower;
- All classrooms are carpeted (excluding cloakroom and practical areas) and decorated in neutral colours;
- Wheelchair friendly car park and entrance to the school;
- A room adjacent to our library suitable for individual or small group interventions to take place;
- Blinds and curtains in most areas to reduce glare.

Our aim is that individual adaptations will be made for specific pupils.

Links with Education Support Services and Schools

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Register any one or more of the following agencies may be involved: Educational Psychologist, School Nurse and Specialist Advisory Teachers.

Other working links are maintained with:

- Secondary Schools (Primarily West Lakes Academy);
- Other primary schools within the Dent primary consortium;
- Hearing Specialists;
- Speech and Language Therapy Service;
- Children and Young People's Services;
- Community Health Service.

Inset

In order to maintain and develop the quality of our provision, it may be deemed appropriate that staff undertake appropriate training and further professional development during allocated inset days. Any courses and in service training opportunities undertaken will be detailed in the SEND or Head teacher's report to governors each term.

Finance

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head teacher. The governors may be involved if necessary. Governor contact details can be obtained from Mrs Thomson (administrator)

admin@beckermet.cumbria.sch.uk

Review of this Policy

This policy was developed through consultation with staff. The school considers the SEND Policy document to be important and, in conjunction with the governors, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

Signed

Head Teacher: Claire Birkett

SEND governor: Vacancy

SENCo:

Ben Cass