



## Special Educational Needs and Disability Policy

This policy has been developed by the school Special Educational Needs and Disability Co-Ordinator (SENDCO) in liaison with school staff and governors. It reflects the Special Educational Needs and Disability (SEND) code of practice guidance (2014) and takes into account the current needs of our children and families and the day to day practice in our school.

### 1. Definition of Special Educational Needs and Disability (SEND)

A child of compulsory school age or a young person has a learning difficulty or disability 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 educational facilities of a kind generally provided for others of the same age in mainstream schools

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'. This definition provides a relatively low threshold and includes more children than many realise: 'long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN but certain provision may need to be put in place to support them in school. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

Reference:

*Sections xiv and xviii of SEND Code of Practice June 2014*

### **Special Educational Provision means:**

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Reference:

*Section xv of SEND Code of Practice June 2014*

### **2. Principles**

Beechcroft Infants School believe in providing every possible opportunity to develop the full potential of all our children. We are focused on raising the aspirations of and expectations for all pupils with SEND with a clear focus on outcomes for all children. We aim to provide a broad and balanced curriculum and always give special consideration to the individual needs of the children to ensure that any child with special educational needs (SEN) can be fully integrated into the life of Beechcroft Infants School. This will enable them to contribute to the social and cultural activities of the school, provided this is compatible with the efficient education of other children and the efficient use of resources

### **3. Objectives**

- To identify, monitor and provide for pupils who have special educational needs.
- To work within the guidance of the SEND code of practice 2014.
- To work in close partnership with pupils and parents/carers to ensure that needs are recognised and met through a clear plan of aims and provision.
- Use a 'child centred' approach. To ensure that provision for pupils matches their needs, takes account of the views and feelings of the pupil and maximises the opportunity for progress to be made.
- To ensure that all staff are aware of the procedures for identifying, supporting and delivering the curriculum to pupils with special educational needs.
- To work in close partnership with outside agencies to support the needs and provision for pupils who have special educational needs.

## 4. Roles and Responsibilities

### All members of staff

All teachers are teachers of children with SEN and have a responsibility to meet these needs by:

- Planning and supporting the needs of all children through high quality provision such as intervention and adaptations to be made through support, outcome and resources.
- Liaising and working closely with parents/carers so they are fully informed about their child's needs.
- Sharing any concerns and liaising with the SENDCO.
- Keeping up to date records on individual's attainment and support and recognising the child's next steps.
- Monitoring the impact of any support and intervention for children in their class and adapting it when necessary.

### The SENDCO's role

School SENDCO: Miss Sarah Kew

The school's SENDCO is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents/carers of pupils with SEND where appropriate.
- Liaising with Early year's providers, other schools, outside agencies such as the Educational Psychologist (EP), health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services. Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

- Ensuring that the school keeps the records of all pupils with SEND up to date.

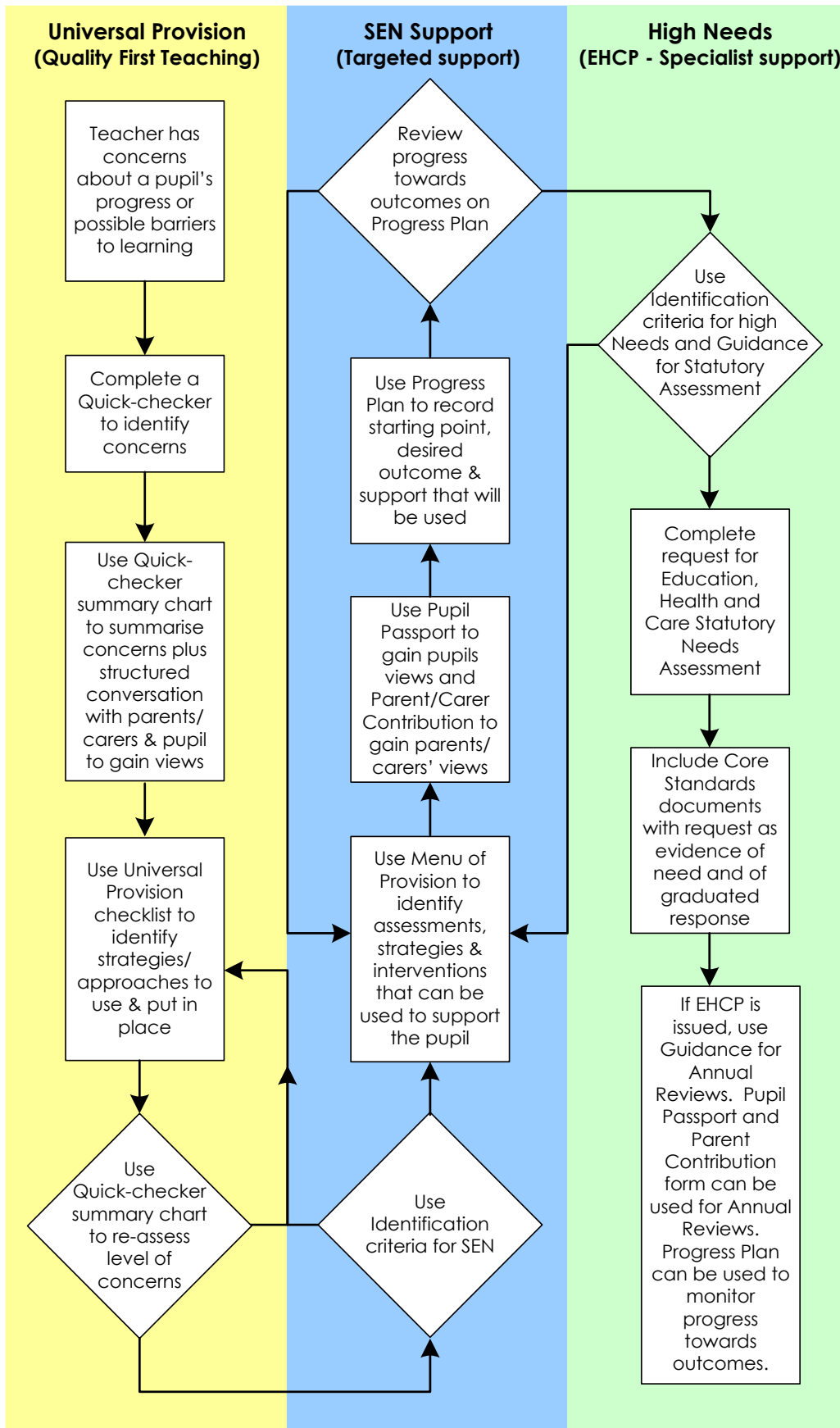
### ***The Governors' role***

*The Governing Body will do its best to ensure that the necessary provision is made for any child who has SEND. They have the overall responsibility for SEND and play an important part in developing and monitoring the school's SEND policy.*

### ***5. Admission Arrangements***

*The admission arrangements for pupils with SEND but who do not have an Education, Health and Care Plan are the same as those for all pupils. Where a pupil has an Education, Health and Care Plan the Local Authority negotiates a place at the school of the parent's choice.*

6. Identification and Assessment of pupils with SEND  
Graduated response to identifying Special Educational Needs



### *The four SEND categories of need are:*

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

*Behaviour is no longer a recognised SEND need but considered as an underlying response to a need which should be recognised through our knowledge of the child.*

*Identifying the area of needs allows us to decide and plan the appropriate actions and ways forward. We also consider the whole picture of the child in case of other factors which aren't considered SEN but may impact on the child's progress or wellbeing e.g.*

- Disability*
- Poor attendance and punctuality*
- Health and welfare*
- EAL*
- Pupil premium*
- Looked after child*
- Services child*

### *Supporting pupils at school 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 and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.*

*Meetings are often held with parents/carers, previous setting staff and any professionals involved prior to the child starting school. This is to ensure any training, specialist provision or equipment is put in place for the child. Depending on the condition a personal care plan is written either by school nurse or the school and then agreed and signed by the*

parents/carers. These are added to the medical conditions register which is reviewed each year to ensure any changes or updates are made.

For further information, please reference *Supporting Children with Medical Needs Policy*

## 7. SEN levels

There are 3 levels which reflect the provision made for all children and those with SEN, these are:

- **Universal Provision:** High quality teaching for all that is differentiated and personalised and will meet the individual needs of the majority of children. In class intervention may be taking place.
- **SEN Support K (targeted support):** Additional provision and intervention which can go beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. Specific targets will be monitored and form part of an individual progress plan.
- **High needs specialist support (EHCP):** Additional and highly personalised interventions. Specialist and outside agencies would be involved to support the aims of the provision in schools. If required, an application for an EHCP will be made and put in place.

The Local Authority will issue an Education, Health and Care Plan (EHCP) when a pupil's level of need is either so complex or so severe as to require further action. An Education Health Care Plan looks at all the needs that a child or young person has within education, health and care. Professionals and the family together consider what outcomes they would like to see for the child or young person. This plan identifies what is needed to achieve those outcomes. Every EHCP is personalised to meet the needs and outcomes for each child. The Children and Families Act 2014 made EHCP statutory from 1 September 2014. EHCPs have a legal status and cover the age range 0 to 25. The education provision set out in the EHCP has to be

provided. Parents/carers have the right of appeal to a tribunal if they are not happy with the education provision.

## 8. Arrangements for delivering provision for pupils with SEND

### *In-class support*

*In-class support will be targeted and planned for by the Class teacher. Along with quality first teaching there will be clear evidence of differentiation in terms of tasks, resources and support. Teaching Assistants will be deployed to support pupils and their work under the direction of the class teacher. In the situation where a teaching assistant is there for a specific pupil (1:1) then targeted work will be planned by the class teacher. This work will link to the outcomes in their EHCP whilst having a big focus on inclusion and promoting independence within the classroom and the curriculum.*

### *Withdrawal from Mainstream Teaching*

*Pupils with SEND will spend the majority of their time in mainstream lessons with their peers. However, intervention groups are provided for regular opportunities to develop basic or specific skills. The year group leaders and teaching staff make the decisions to withdraw certain pupils and the focus of the intervention that takes place.*

## 9. Allocation of resources to pupils with SEND

*The Senior leadership team are responsible for timetabling to make arrangements that maximise the efficient distribution of support staff. The school have put additional funds towards some external agencies for traded time to further the support in line with the current needs of our pupils e.g. Educational Psychology time.*

*We have specific learning and support resources available in school which can be used for individuals for a range of areas such as fine and gross motor, behaviour support, speech and language and academic learning. The school has a tranquillity room and SEN (butterfly) room which have been created for those children who have additional needs which may relate to emotional and/or sensory needs or require a calmer environment.*

*Some SEND budget is used for purchasing additional resources recommended by outside agencies.*

Subject coordinators may also use some of their budgets to purchase resources which are for lower attainers.

## 10. Training

There are limited external opportunities for staff training throughout the year, some are provided by sources such as the Educational Psychologists, SEMH team, from our Compass Group and SENDCO. Children who are under the speech and language team will have opportunity to discuss individual strategies when they come in for school visits. We also have in school training for teaching assistants

## 11. Links

### Parents/Carers

Parents/carers are involved at all stages of any change or adaptation to their child's provision. They are offered the opportunity to meet their child's class teacher 3 times a year to review their child's progress and plan the way forward. Parents/carers are actively encouraged to initially contact the class teacher or the SENDCO if they have any concerns or require further information on the support their child is receiving in school. The SENDCO leads and the class teacher attends Annual Review Meetings for children with Education, Health and Care Plans. The SENDCO also attends any meetings for pupils with SEND who are likely to be transferring to Beechcroft Infants School.

For the end of each academic year a SEND report for parents/carers is made available on our school website.

The school offer is also available on the schools website to provide information for parents/carers on SEND arrangements within the school.

### Support Agencies

The SENDCO works co-operatively with all agencies including health and social services. Regular contact with the Educational Psychology Service and specialist advisors is maintained. Planning meetings are held with the Educational Psychologist at the start of the academic year to discuss support, current situations and training needs for the school. Transition

visits for SALT take place once the children have settled into school as part of handover support.

### **Other Schools and Early Years providers**

The school liaises with Junior schools and Early Years providers to ensure a smooth transition into the next stage of education for pupils with SEND. Additional transition arrangements may be put in place depending on the need of the child or children. These could be things such as additional visits, staff observations or attendance at meetings. In the case of in-year transitions a member of staff will communicate to or with the relevant school to ensure that there is a smooth transition of support needs and information.

## **12. Criteria for evaluating success**

### **The quality of pupil identification and monitoring**

- Quick checker summary charts and individual progress plans are added to and updated through the year.
- The strong partnerships with pupils and parents/carers to ensure needs are recognised and met.
- Contact with pupils and parents/carers at Annual Review meetings, parents/carers evenings, and meetings with SENDCO.

### **The quality of pupil progress, measured through:**

- Regular teacher assessments
- Data collection and analysis 3 times a year
- Class progress meetings held 3 times a year with Head teacher and year group leader
- Intervention received and required to allow pupils to access the curriculum effectively.
- Successful outcomes for performance management targets set for teaching or support staff where appropriate.
- Year 1 Phonic Screening attainment
- End of year EYFS attainment and progress from on entry points

### **The quality of staff awareness of SEND procedures:**

- In service training is provided for relevant staff.
- SEND policy is available to staff.

- Successful outcomes for performance management targets set for teaching or support staff where appropriate.

### *The quality of the work in partnership with outside agencies*

- Regular planning meetings and liaison with staff and agencies
- Feedback from parents/carers and staff
- Impact on pupils needs or progress made
- Pupil Centred meetings e.g. IPP reviews, Team around the Family meetings and Annual Review meetings.

### *13. Complaints Procedure*

*Any parent dissatisfied with any aspect of SEND provision should refer to the complaints procedure on the school website*

*[Complaints Procedure](#)*

*Or alternatively ask the office for a paper copy.*