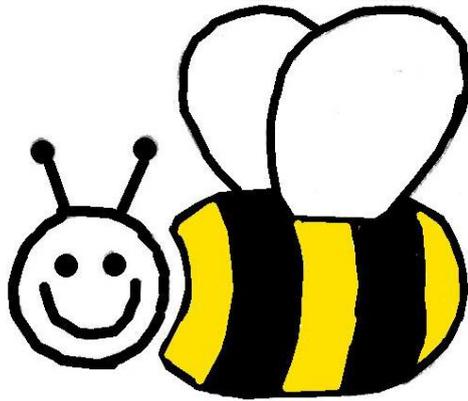


Beckers Green Primary School



Special Educational Needs and Disability (SEND) Policy

Reviewed by: Lisa Christian – September 2020

Next review: September 2021

Beckers Green is part of the Alec Hunter Cluster Group which is a partnership of 6 local primary schools and one secondary school, working together to improve provision for children with SEND. Together we have produced a guide for parents of children with SEN. Beckers Green SEN information is available from our website.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice Jan 2015, together with the Equality Act 2010.

Inclusion Team-Names and Contact Details

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to either:

- The School's Deputy Head teacher and SENCO - Lisa Christian
E-mail: [lchristian@beckersgreen.essex.sch.uk](mailto:christian@beckersgreen.essex.sch.uk)
Member of SLT
- The School's Pastoral Support Manager, Wendy Dunne (HLTA)
e-mail: wdunne@beckersgreen.essex.sch.uk

Please make an appointment with the school office if you wish to speak to the SENCo.

Headlines from the SEN Code of Practice (Jan 2015).

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.
- There are four broad categories of SEN:
 1. communication and interaction (autistic spectrum and language disorders)
 2. cognition and learning (dyslexia, dyspraxia, dyscalculia, moderate learning difficulties and global learning delay)
 3. social, emotional and mental health (ADHD, ADD, attachment disorders, emotional disorders, mental health difficulties)
 4. physical and sensory (Hearing and visually impaired)

We have children in all these categories of SEN.

- We are working more closely with parents and children to ensure that take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children. Children on our SEN register are supported appropriately to help them make the same progress as that made by other children in school. which compares well with the progress made by other children in school.

A Whole School Approach

What exactly do we mean by Special Educational Needs?

The 2015 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Taken from 2015 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

Other factors which may impact on progress and attainment but that are not considered SEN are:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation-these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant

- Being a Looked After Child
- Being a child of Serviceman/woman

- **Aims**

Mission Statement

As an inclusive school all children will leave our school as confident and caring young people with a strong awareness of their duty to society regardless of ability. They will be able to make positive life choices, be keen to take on new challenges and want to play an active part in forging their own futures. Their ability to learn independently will ensure they are life long learners and we will provide for and support the children with special needs to follow the whole school curriculum and to achieve success and progress according to their potential. Association with Beckers Green Primary will be something to be proud of and our school will be held in high esteem within the community

- **Arrangements for Providing Access to the National Curriculum**

Pupils with SEN are entitled to:

- Be set suitable learning challenges
- Have action taken to respond to their diverse learning needs
- Provision to help overcome potential barriers to learning and assessment for individuals and groups of children

- **Objectives**

The objectives of our SEN policy are:

- The school's assessment arrangements ensure that pupil's special needs are identified as soon as possible
- Assessment data is used to inform decision making
- Pupils with special needs are given full and equal access to a broad and balanced curriculum
- Appropriate resources are allocated to ensure that the needs of pupils are appropriately met
- Parents are informed, actively encouraged to be involved in meeting the needs of their children in partnership with the school and involved in any decision making concerning their child's SEN provision
- Use is made of teachers, other professionals, facilities and resources from within the school and outside whenever appropriate
- Achievement targets are set and reviewed on a regular basis
- All children grow in their confidence and independence and self-reliance to become confident and capable learners
- All children are able to read, write and use numbers effectively and with confidence
- All pupils are actively involved in all decision making processes that occur in their education including the setting of learning targets and contributing to their individual one page profiles or one plans (OP)

- **Responsibilities for Co-ordination**

- The school's SENCO is Lisa Christian who was appointed in September 2016
- The school's Pastoral Support Manager is Wendy Dunne who was appointed September 2007
- The named governor for SEN is Rachel Foster

Role of the Inclusion Team

- Determining the strategic development of the SEN policy and provision with the Headteacher and Governing Body
- Taking day to day responsibility for the operation of the SEN policy and provision
- Carrying out analysis and assessment of the pupils' needs
- Monitoring the quality of teaching and standards of pupil achievement
- Setting targets for improvement
- Working with class teachers to ensure that provision is matched to the needs of the children
- Helping to establish individual one page profiles for all pupils with SEND
- Helping to plan Summary of Support Plans
- Overseeing and updating the records of children with special educational needs
- Developing and maintaining positive and constructive relationships with parents
- Liaising with external agencies
- Keeping the Headteacher and Governing Body informed of developments as and when necessary and at least annually
- Maintaining a record of INSET related to special needs
- Keeping up to date with new developments by attending courses provided by the Local Authority and other organisations
- Disseminating information to relevant staff
- Organising training for staff on training days and during directed time as required
- Co-ordinating the deployment of LSA's supporting pupils with SEN

Role of Class Teachers

All class teachers have a responsibility to ensure that the SEN policy is put into practice. Class teachers responsibilities include:

- Identifying pupils who make little or no progress in spite of Quality First Teaching
- Organising additional interventions for children on the register of concern
- Working with the Inclusion Team and Parents in collecting and recording information about the pupil in determining the action to be taken
- Ensuring differentiation of curriculum is shown in planning for SEN pupils
- Assist with planning and delivering appropriate Individual Support Profile (ISP)
- Assisting with recording on either a 'Summary of Support' or One Plan that which is different to or additional from the differentiated learning opportunities provided and evaluating interventions
- Accepting LSA's as team members in the classroom and use support appropriately.
- Involving pupils at an appropriate level in planning for their own learning
- Accepting and valuing the contribution of parents in their child's learning and identifying the best way of involving parents in working with the school

Role of Governors

The Governors of this school would wish to ensure that:

- The SEN policy is in place in line with the requirements of the Code of Practice
- Access to the policy is readily available to all staff including supply staff
- The policy is clearly articulated and consistently applied
- That SEN records are maintained by all staff and kept up to date
- The Governing Body will receive details regarding the success of the SEN policy and any changes

- **Identifying children with SEN (SEN Support)**

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCO and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - 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
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed on our SEN register.

Identification strategies used include:

- Observation
- Teacher assessment
- Discussions with Headteacher, other staff or external agencies
- Discussions with parents
- Discussions with pupils
- Results of standardised tests e.g. reading tests, maths test, SATs results

Children with social, emotional and mental health needs

Behaviour is no longer classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we can offer support through our Family Liaison Officer and signpost families to other agencies.

If parents and school are concerned that the child may have mental health needs, we can offer support by referring to EWMHS (Emotional Wellbeing and Mental Health Service).

If the child is felt to have long-term social, emotional or mental health needs - for example with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by our Inclusion Coordinator who develops good, trusting relationships with the children.

Our behaviour management principles can be explored further in the schools Behaviour Management policy which can be found on our website or a copy requested from the office.

Children with medical conditions

We recognise 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 SEN 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 (2015) is followed.

If a child has a specific medical need, health care plans are put in place to ensure that all Staff are aware of the correct procedures. If needed, specific training is given by relevant agencies, so that appropriate Staff feel competent to support each child's needs. All Staff listen to and value the views of parents and pupils. The information recorded on the schools' health care plans is in line with the requirements published by the DfE (September 2014)

The governing body should ensure that the school's policy sets out the procedures to be followed whenever a school is notified that a pupil has a medical condition.

The governing body should ensure that health care plans are reviewed at least annually, or earlier if evidence is presented that the child's needs have changed. They should be developed with the child's best interests in mind and ensure that the school assesses and manages risks to the child's education, health and social wellbeing, and minimises disruption.

This is in line with the new recent guidance published by DfE. (September 2014)

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SEN support level and onto the SEN register
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Records are kept of these meetings and copies are available to parents.

Thereafter, parents and children are invited to meetings to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress.

Paperwork for children at SENS (SEN support)

Once a child has been identified as needing SENS the following paperwork is completed:

- Annually, a one-page-profile is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to their class teacher. The information may be updated during the year.
- Termly, at progress meetings, an Individual Support Profile, is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.

- Weekly, on tracking records the teacher or teaching assistant records a short comment about progress made towards each of the targets.

Paperwork for children who then require a higher level of SEN Support (One Plan)

For children who have multiple needs, have complex backgrounds or are working at a level significantly lower than their peers then a more detailed 'One Plan' may be produced.

To create these an initial meeting will be arranged between all those involved with the child. The child themselves will be consulted about what they feel is working well, or what could be done to make things better. If appropriate the child may attend some or all of the planning meeting. These One Plans will be updated termly with full meetings taking place at the end of the Autumn and Summer terms. An additional meeting can be requested at the end of the Spring Term if necessary, to supplement parents evening.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
 - The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by the LSA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional LSA time to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the Inclusion Team who monitor overall progress after the intervention.

- Interventions are planned in six week blocks
- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The Inclusion Team monitor interventions to identify 'what works'.

- **Availability of Resources**

- Each year a proportion of the budget is allocated to the development of resources to support the development of provision for pupils with special needs.
- SENCO will detail annually any plans for the development and maintenance of resources in an action plan which will form part of the School Development Plan.
- The school currently employs one full-time SENCO and one full-time Pastoral Support Manager to manage the needs of pupils with SEND and vulnerable pupils within the school.
- The school currently employs 32 LSA's to implement provision for pupils on the SEN register and provide general classroom support
- LSA's are deployed by the SENCO to cover SEN hours, to support pupils during literacy and numeracy sessions as well as providing general teaching assistant duties.
- Resources are stored in the Rainbow Room, the Hive and the well-being workshop

- **Role of Learning Support Assistants (LSA's)**

Learning Support Assistants are responsible for:

- Directly supporting individuals or small groups of pupils
- Contributing to the implementation of OP's
- Contributing to the development of resources for pupils with SEN
- Attending meetings as directed by the Inclusion Team
- Attending training courses to enhance CPD
- Reporting on the progress of pupils with whom they are working either in writing or orally to the class teacher/Inclusion Manager
- Meeting with the class teacher/ Inclusion Manager to evaluate progress of pupils and to set new targets with potentially new interventions
- Providing specific support for pupils on the register under the direction of the appropriate agency.

- **Staff Development**

Staff are informed and involved in special needs through:

- Staff meetings
- Termly SEN pupil performance meetings with SENCO
- Directed time given to discuss SEN issues with other staff/SENCO
- INSET by SENCO, colleagues from Inclusion Services or other external agencies as appropriate
- Staff training will support the development of the skills of all teachers in meeting the needs of pupils with special educational needs

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and we do what we can, according to the individual needs of the child, to make transitions between classes, including from pre-schools, as smooth as possible. This includes,

- Home visits
- Four transition mornings
- Transition week
- Opportunities to take photographs of key people and places in order to make a transition
- booklet.
-

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

- The secondary school SENCO is invited to meet with the Inclusion Manager and Inclusion Coordinator to discuss all pupils with SEND and also to relevant Annual reviews.
- Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Arrangements for Complaints

- Should any parent have cause for complaint, they should be addressed in the first instance to the Headteacher- Mrs Smyth
- The complaint may be directed by the Headteacher to the Chair of Governors and/or the Governor for SEN
- Parents will also be advised of their right to refer matters of dispute to the Disagreement Resolution Service
- Should action need to be taken the complaints procedure will be followed

Essex Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, curriculum content and ideas can be simplified and made accessible by using visual, tactile and concrete resources.

www.essexlocaloffer.org.uk

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school

- **Criteria for Success**

As the SEN policy is to be reviewed annually, it will be necessary to specify any criteria that will be used to evaluate its success.

The following are the criteria to be used to evaluate the success of the SEN Policy:

- That everyone knows about the policy and is using it
- That pupils with SEN are identified quickly
- That parents are fully informed and as far as possible involved in supporting their child
- That pupils are well informed and involved in identifying, monitoring and recording progress in their learning
- That provision is matched to pupils' needs
- That there are close links with the Inclusion Services and other external support services

The outcomes of review of SEN policy will inform the targets set and outlined in the SEN Action Plan.

This policy was agreed by all members of staff on 12/9/20 and passed by Governors in October

It will be reviewed in September 2021

