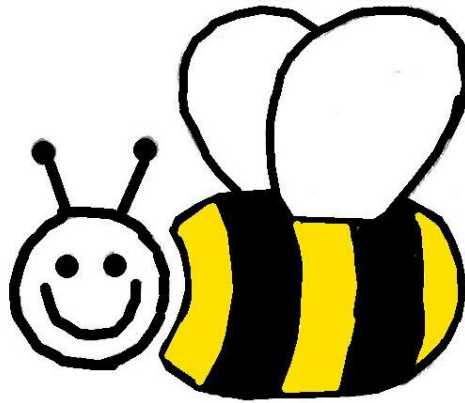


# Beckers Green Primary School



## Special Educational Needs and Disability (SEND) Policy

**Reviewed by: Emma Carvalho – September 2023**

**Next review: September 2024**

Beckers Green is part of both the Alec Hunter Cluster Group (a partnership of 6 local primary schools and one secondary school) and the Saffron Academy Trust. We work in partnership to improve provision for children with SEND and together we have produced a guide for parents of children with SEND. Beckers Green SEND 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 Headteacher and SENCo – Mrs Emma Carvalho  
E-mail: [ecarvalho@beckersgreen.essex.sch.uk](mailto:ecarvalho@beckersgreen.essex.sch.uk)

Member of SLT

- The school's Pastoral Support Manager, Mrs Wendy Dunne  
e-mail: wdunne@beckersgreen.essex.sch.uk
- The school's Engagement and Wellbeing Mentor, Mrs Tiffani Fenn  
e-mail: tfenn@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 Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school-based category of need known as 'Special Education Needs Support' (SENS).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 SEND:
  1. Communication and interaction (e.g. autistic spectrum and language disorders)
  2. Cognition and learning (e.g. Specific, Moderate and Severe Learning Difficulties, Global Developmental Delay)
  3. Social, emotional and mental health (e.g. ADHD, ADD, attachment disorders, emotional disorders, mental health difficulties)
  4. Physical and sensory (e.g. hearing or visual impairment)

We have children in all of these categories of SEND.

- We are working more closely with parents and children to ensure that we 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 in the planning and reviewing of SEND provision for their child.
- All children benefit from 'High Quality Teaching': this means that teachers are expected to assess, plan and teach all children at the level which allows them to make progress with their learning. This includes the implementation of focused interventions to target particular areas of learning.
- We have high expectations for all of our children. Children on our SEND register are supported appropriately to help them make the same progress as that made by other children in school.

## **Headlines from Keeping Children Safe in Education 2023 (KCSIE)**

- We recognise that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. This can include:
  - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
  - These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
  - The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
  - Communication barriers and difficulties in managing or reporting these challenges;
  - Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
- All staff receive the appropriate level of safeguarding training and adhere to the school safeguarding policy – and have an understanding and awareness of the implications on safeguarding of children with SEND. This will include any reports of abuse involving children with SEND requiring close liaison with the DSL/DDSL (SENCo), with consideration also given for extra pastoral support and attention.

## 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
- Learning English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

### Aims

#### Mission Statement

**"At Beckers Green Primary School, we strive to create a community where all children, supported by home and school, belong, participate, excel and are proud of their achievements"**

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 lifelong 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 SEND/Additional Needs are entitled to:

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

### **Objectives**

The objectives of our SEND policy are:

- To make sure that the school's assessment arrangements ensure that pupil's additional needs are identified as soon as possible
- That assessment data is used to inform decision making
- To ensure that pupils with additional needs are given full and equal access to a broad and balanced curriculum
- To make sure that appropriate resources are allocated to ensure that the needs of pupils are appropriately met
- That parents are informed, and actively encouraged to be involved in meeting the needs of their children in partnership with the school, including involvement in any decision making concerning their child's SEND provision
- That use is made of teachers, other professionals, facilities and resources from within the school and outside whenever appropriate
- To ensure that achievement targets are set and reviewed on a regular basis
- To endeavour to ensure that all children grow in their confidence and independence and self-reliance to become confident and capable learners
- To make sure that 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 Plans (OP)

### **Responsibilities for Co-ordination**

- The school's SENCo is Emma Carvalho, who was appointed in September 2021
- The school's Pastoral Support Manager is Wendy Dunne, who was appointed September 2007
- The school's Engagement and Wellbeing Mentor is Tiffani Fenn, who was appointed in January 2023
- The Chair of Governors and the governor for SEND is Rachel Foster

### **Role of the Inclusion Team**

- Determining the strategic development of the SEND policy and provision with the Headteacher and Governing Body
- Taking day to day responsibility for the operation of the SEND 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 Plans or Summary of Supports for pupils with SEND/Additional Needs
- Overseeing and updating the records of children with Special Educational/Additional 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 additional needs and appropriate provision
- 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 LSAs supporting pupils with SEND/Additional Needs

### **Role of Class Teachers**

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

- Identifying pupils who make little or no progress in spite of High Quality Teaching
- Organising additional interventions to target specific areas
- 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 the curriculum is shown in planning for pupils with SEND/Additional Needs where needed to ensure learning opportunities and provision is appropriate
- Assisting with recording on either a Summary of Support or One Plan provision that is different from, or additional to, the differentiated learning opportunities provided
- Evaluating interventions
- Embracing LSAs as team members in the classroom and using 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 SEND 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 SEND 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 SEND (SEN Support)**

Children with SEND 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 continually monitored by teachers and at termly pupil progress meetings. Where children are identified as not making progress in spite of High Quality Teaching, they are discussed with the SENCo/Headteacher and a plan of action is agreed. This may/may not lead to the child's addition to the SEND register.
- 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 High Quality Teaching or some additional parental support. Otherwise, the child may be placed on our SEND 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 not classified as a SEND. 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 mentoring in school, 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 SET CAMHS (Southend, Essex and Thurrock Child and Adolescent Mental Health Services).

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 Pastoral Support Manager who develops good, trusting relationships with the children.

Our behaviour management principles are therapeutic and largely based on TPP (Trauma Perceptive Practice). These 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. Where medical conditions cause disability, the school will comply with its duties under the Equality Act 2010. If a child has a specific medical need, Medical 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 the child's needs. All staff listen to and value the views of parents and pupils. The information recorded on the schools' Medical 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 Medical 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 guidance published by the DfE (September 2014).

Some children may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. In this case, a One Plan will be used to devise short-term targets towards the EHCP targets. These will be reviewed regularly, with the Annual Review held once per year.

#### **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 Additional Needs. Having a diagnosis (e.g. ADHD) does not necessarily mean that we will place a child onto our SEND register.

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

- formally let them know that their child is being placed at SEND support level and onto the SEND 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 by the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

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.

If a child makes continued accelerated progress towards their targets, they may be taken off the SEND register.

### **Paperwork for children with SEND**

Once a child has been identified as having SEND, the following paperwork is completed:

- Termly, Summary of Supports may be written or updated. These documents detail additional support, above High Quality teaching, that the child is accessing in order to fulfil their potential. Targets are discussed with parents as part of the parent's evening, with copies sent home for reference.
- At set intervals, provisions above High Quality Teaching are assessed for impact by class teachers, the Pastoral Support Manager, the SENCo or the lead for the provision.

### **Paperwork for children who then require a higher level of SEND Support (One Plan)**

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

To create these, an initial meeting will be arranged between all parties 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. The One Plan will be updated termly with full meetings taking place in the Autumn and Summer terms. Teachers meet with the SENCo to update progress in the Spring term and parents are invited to join if they wish.

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

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

- The child has a medical condition which impacts on their ability to meet their educational potential and which means that they will always need support to learn effectively
- The child's achievements are significantly below their peers and they require a formalised level of support

Having a diagnosis (e.g. ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Needs Assessment is successful, a member of the Local Authority will notify the school and parents, calling for information from any health or social care professionals who are involved with the family. An Educational Psychologist will visit the child in school and speak with parents. They will record the child's strengths, their dreams and aspirations as well as the barriers they face following observations of the child in school. A draft

plan will then be written and shared with the school and parents before going to a panel to approve the plan. Following this, the LA will produce the EHC Plan which will outline the support needed for the child to succeed.

### **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 SEND/Additional Needs and disabilities are entitled to be taught by their teacher, not always by the LSA. Teachers will ensure that they plan effectively for this time.

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 with SEND 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 half-termly 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.

### **Availability of Resources**

Each year a proportion of the budget is allocated to resources to support the development of provision for pupils with special needs. The 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 LSAs to implement provision for pupils on the SEND register and provide general classroom support
- LSAs are deployed by the Deputy Headteacher/SENCo to cover SEND hours and to support pupils' learning in lesson time .
- Resources are stored in the classrooms, Rainbow Room, Rainforest Room and the Well-Being Workshop

### **Role of Learning Support Assistants (LSAs)**

Learning Support Assistants are responsible for:

- Directly supporting individuals or small groups of pupils
- Contributing to the implementation of One Plans and contributing to the tracking of progress towards targets
- Contributing to the development of resources for pupils with SEND
- 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
- Meeting with the class teacher 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 SEND through:

- Staff meetings
- Termly SEND pupil performance meetings with SENCo
- Directed time given to discuss SEND 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
- In-school transitions to new classes
- Opportunities to take photographs of key people and places in order to prepare for the transition
- Enhanced transition arrangements are tailored to meet individual needs.

### *Transition to Secondary School*

- The secondary school SENCo is invited to meet with the SENCo and Y6 teachers to discuss all pupils with SEND
- Additional transition arrangements may be made at these Annual Reviews e.g. extra visits, travel training, application for IPRA etc.

## **Arrangements for Complaints**

At Beckers Green Primary School, we aim to work in partnership with parents to ensure a joined-up approach to meeting each child's needs. Any complaints regarding the SEND provision should initially be discussed with the child's class teacher or raised with the SENCo, then the Headteacher. If a satisfactory outcome cannot be agreed, parents should follow the steps outlined in the school's complaints policy, available online.

## **Essex Local Offer**

Local authorities are required to set out and publish a 'local offer'. This explains how they will work with parents, local schools and colleges, as well as other services, such as speech and language and the educational psychology service. This will encourage a more joined-up process when delivering services for children with Special Educational Needs & Disabilities (SEND). It will also make the system easier to navigate for families by giving parents more information about the services and expertise available locally and by increasing their choice. You can find the 'local offer' for Essex online.

([www.essexlocaloffer.org.uk](http://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 SEND Policy:

- That everyone knows about the policy and is using it
- That pupils with SEND 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 Essex SEND Operations and other external support services

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

This policy was agreed by all members of staff on 01/09/23 and passed by Governors in October.

It will be reviewed in September 2024