



Beamont Primary School

SEND Policy

Ratified: September 2022

Next Review Date: September 2023

Policy Responsibilities and Review

Policy type:	School
Guidance:	<p>Local Offer</p> <p>This policy and information report is based on the statutory <u>Special Educational Needs and Disability (SEND) Code of Practice (2014)</u> and the following legislation:</p> <ul style="list-style-type: none"> • <u>Part 3 of the Children and Families Act 2014</u>, which sets out schools' responsibilities for pupils with SEN and disabilities. • <u>The Special Educational Needs and Disability Regulations 2014</u>, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report. <p>The policy also makes reference to the below documents:</p> <ul style="list-style-type: none"> • <u>Ensuring a good education for children who cannot attend school because of health needs</u>, DfE 2013 • <u>Supporting Pupils at School with Medical Conditions</u>, DfE 2015
Related policies:	<ul style="list-style-type: none"> • SEND Information Report • Safeguarding Policy • Accessibility Plan • Behaviour Policy • Supporting Pupils with Medical Conditions
Review frequency:	Annually
Committee responsible:	Local Governing Committee
Chair signature:	Jane Whalen
Changes in latest version:	Detail changes, if any, since last reviewed

Contents

1) School Vision.....	4
2) Aims	4
3) Legislation and guidance	5
4) Definitions.....	5
5) Roles and responsibilities	6
6) Identifying pupils with SEND and assessing their needs	7
7) Monitoring arrangements	14
8) Links with other policies and documents	15
9) The Local Authority local offer.....	15

1) School Vision

SENCo: Anna Titchner (September 2022 on maternity leave; interim SENCo Melissa Young and Jayne Worrall)

Designated safe guarding Lead: Karen Morris

Deputy Designated safeguarding Lead and Designated teacher: Laura Tate (currently on maternity leave, interim is Natalie Badley) and Francesca Maio

At Beamont Primary School, all children are given the opportunity to progress in their learning in a positive way. As a school, we offer a personalised and enriching curriculum to meet the specific needs of all children to help ensure that every child is making progress based on their own educational needs.

The whole staff are committed in offering an inclusive curriculum and ensure that the schools learning provision is exciting, caring, enriching and offers a multi-sensory learning environment to meet the needs of all our pupils. This arouses the curiosity and raises the aspirations and expectations of all children, including those children who require extra support and stimulus to succeed.

The implementation of this policy is the responsibility of the whole staff including the SEND Governor, with any extra provision or expertise being provided by external agencies and professionals, such as an Educational Psychologist, Speech and Language Therapist, and Pediatric support.

2) Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make specialised provision for pupils with special educational needs (SEND);
- Explain the roles and responsibilities of everyone involved in providing support for pupils with SEND.

In school we aim to:

- Create a school environment in which all children are included, valued and challenged whilst having access to all elements of a rich, broad and balanced curriculum either through whole class teaching or in small group or individual interventions;
- Value all children: we aim and expect all children to experience success and achievement, by raising aspirations allowing them to reach their full potential and make progress;
- Provide support and advice for all staff working with SEND pupils by offering bespoke training for staff and whole staff training through insets and regular staff meetings;
- Identify SEND as early as possible, by working closely with outside professionals and SEND consultants to gain up to date knowledge about assessment and intervention in the early stages of development;
- Use a range of organisational approaches and a variety of teaching styles in our teaching and learning to ensure learning needs are properly addressed and to engage and motivate learners;
- Work closely with parents/ carers to ensure that we take account of the children's own views and aspirations and the parent's experience of, and hopes for, their children. Parents and carers are

invited to be involved at every stage of planning and reviewing the SEND provision for their child, through regular meetings with the schools SENCo and class teacher and through termly Individual Educational Plan (IEP) meetings;

- Involve the child in the planning of targets and future provision and to acknowledge the child's own views and aspirations for their learning and achievement (at all ages and stages to the best of their ability). Pupil voice is shared on the termly IEP documents and for those children with an Education, Health and Care (EHC) Plan, their views are also shared during their annual review meetings;
- Liaise with outside agencies to support high quality provision.

3) Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

In addition, the policy also makes reference to the below documents which are aimed at supporting schools and Local Authorities when a child has significant additional needs and maybe unable to attend:

- Ensuring a good education for children who cannot attend school because of health needs, DfE 2013
- Supporting Pupils at School with Medical Conditions, DfE 2015

4) Definitions

A pupil will be identified as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, and may require outside professional support, e.g. Educational Psychologist, Speech and Language Therapy, Paediatric support; or
- A disability which prevents or hinders them from making use of facilities of a kind, generally provided for others of the same age in mainstream schools.

Special educational provision is educational or a training provision that is additional to, or different from, that is made generally for other children or young people of the same age by mainstream schools.

The SEND Code of Practice identifies four broad areas of need which schools need to consider when planning a provision. The SEND Code advises that these areas are not to be used to fit a pupil into a category, as children often have needs in more than one area.

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties

4. Sensory and/ or physical needs

5) Roles and responsibilities

The SENDCo

The SENDCo at Beamont Primary is Mrs Anna Titchner (absent at time of policy review; interim SENDCo is Melissa Young and Jayne Worrall)

The SENDCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans;
- Liaise with the designated teacher where a Child In Care, Looked after Child and Post Looked After child has SEND;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies;
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date.
- Work with the Headteacher and governing board to ensure that all medical conditions are fully supported and all children have full access to education

The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this;
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school;
- Ensure all governors are up to date with the SEND Code of Practice and that this is being implemented within the school provision.

The Headteacher

The Headteacher will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability;
- Ensure that the school has clear and flexible strategies for working with parents and carers, and that these strategies encourage involvement in their child's education;
- Ensure that all teachers understand their own responsibilities in respect of SEND.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Early identification of a pupil with SEND through observation of classroom practice and ongoing assessment procedures;
- Informing the SENCo of their concerns and consider all recommendations and advice;
- Creating differentiated 'Individual Educational Plans' (IEP) for those children in the classroom who need additional support and provision to ensure personalised targets and intervention is provided during the school day.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision;
- Ensuring that for those children with an EHC plan in their classroom, they are providing the correct support and provision stated on their individual plans;
- Ensuring they follow this SEND policy.

The Academy

We are part of Warrington Primary Academy Trust (WPAT) WPAT

is responsible for:

- Promoting high standards of education for all children including those with SEND
- Ensure that needs of SEND are identified and assessed quickly and matched by appropriate provision
- Ensure high quality support is provided for SEND
- Develop close partnerships with parents, school, health and social services in order to provide co-ordinated provision
- Develop systems for monitoring and accountability for SEND through consultation with schools
- Provide for the inclusion of SEND children in mainstream schools and monitor and review the role and quality of SEND support services
- Make arrangements for parent partnership services and inform parents

6) Identifying pupils with SEND and assessing their needs

The kinds of SEN that are provided for at Beamont Primary School-

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia and Global Learning Delay
- Social, Emotional and Mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), Attachment disorder
- Sensory and/or physical needs, for example, Visual impairments, Hearing impairments, Visual Processing difficulties, Epilepsy, Duchenne Muscular Dystrophy and Cerebral Palsy
- Moderate/severe/profound and multiple learning difficulties

Early identification and assessment

At Beamont, we believe in early identification and intervention, and therefore it is essential to have good liaison with all staff and outside professionals, so that high quality teaching and provision is planned to meet the needs of the pupil.

The school follows a graduated approach for identification and assessment as laid out in the SEND Code of Practice. In some cases, the school may feel that an EHC application needs to be completed immediately for a child due to concerns for that child's safety and wellbeing. In these circumstances professional advice will be sought beforehand. This may happen with new children to the school or when a medical condition, e.g. Sensory Impairment, comes to light.

The first step of identifying a pupil who may have SEND is through high quality teaching which is differentiated for individual pupils. School regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through regular book looks, learning walks and Pupil Progress Meetings. This also includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and increasing their knowledge of SEND in line with the Code of Practice.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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;
- Widens the attainment gap. (para 6.17, SEN CofP, 2015)

This may include progress in areas other than attainment, for example, social and emotional needs. The progress of every child is monitored at termly Pupil Progress Meetings as a minimum.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer of Quality First Teaching, or whether something different or additional is needed.

At this point we may also request to seek the advice from outside professional support.

Although the school can identify special educational needs, and make provision to meet those needs, we do not, and cannot, offer diagnoses.

Co-production with Parents/Carers:

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We take into account the parents'/carers' concerns and future plans are made in co-production with the parent
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.
- Notes of these early discussions will be added to the pupil's record.

We will notify parents/carers when it is decided that a pupil will receive SEN support, and will be put on the school's SEND register.

Assessing and reviewing pupils' progress towards outcomes:

Beamont has due regard for the SEND Code of Practice when carrying out its duties towards all pupils with SEND.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment and behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents/ carers;
- The pupil's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed regularly. Where support 'additional from or different to' that normally available to pupils the same age is required, it will be provided through 'SEN support'.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress, through termly Individual Education Plan meetings with the schools SENCo and through whole school pupil progress meetings.

Where concerns remain despite sustained intervention/ provision, the school will consider requesting a Statutory Assessment for an Educational Health Care Plan (EHC Plan). Parents/ carers will be fully consulted

at each stage. We recognise that parents/ carers have a right to request a Statutory Assessment for and EHC Plan at any point in their child's education.

Our approach to teaching pupils with SEN:

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Every teacher is a teacher of SEND pupils.

High Quality First Teaching is our first step in responding to pupils who have SEND.

Our whole school curriculum will be adapted and tailored to meet every child's individual needs within the classroom.

We will also provide specific identified interventions where needed which are tailored to meet each child's individual needs. Interventions offered by Beamont Primary School can be found in the separate School SEND Report.

Where appropriate we may seek outside professional advice to ensure that the correct support is being provided.

Adaptations to the curriculum and learning environment:

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 intervention work, teaching style, content of the lesson, etc.;
- Adapting our resources and staffing;
- Using recommended aids for the pupil, such as laptops, coloured overlays, visual timetables, larger font, etc. and, where applicable, for the adults, such as having a hearing loop;
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.;
- Support from the learning mentor in the school to provide any social and emotional interventions where needed.

Additional support for learning:

As well as Quality First Teaching, we employ a number of trained Teaching Assistants who offer additional classroom based support and deliver specific interventions. Teaching assistants are well supported by the school's leadership team and the SENCo and will be deployed based on need.

Some Teaching Assistants will support pupils in small groups and some will provide 1:1 support based on identified health needs.

We work with the following agencies to provide support for pupils with SEND:

- School Health Advisers;
- Speech and Language Therapy (SALT);
- Child Development Centre (CDC);

- Occupational Therapy (OT);
- NHS services such as Audiology team, Visual Impairment team;
- Play Therapist/ Art Therapist;
- Educational Psychology Service.
- Mental Health Support team
- Sensory impairment team

Assessing Pupils

School will use a range of assessments tools and strategies to ensure pupils steps in progress are measured accurately. This will include the school's assessment procedures, PIVATs to measure smaller steps in progress and through the use of the engagement model.

Engagement model

Who does this apply to?

The engagement model is mandatory for

- Academies

It is used for pupils who are:

- Working below the standard of the National Curriculum assessments, **and**
- Not engaged in subject-specific study at Key Stage KS1 and KS2

School will assess pupils who are working below the standard of the National Curriculum assessments but who **are** engaged in subject-specific study against the pre-Key Stage 1 and pre-Key Stage 2 standards.

What is subject-specific study?

Pupils engage in subject-specific study when they can demonstrate recognisable and specific skills, knowledge and understanding in English language comprehension and reading, English writing and mathematics.

How the engagement model works

The model allows teachers to assess:

- How well pupils are being engaged in developing new skills, knowledge and concepts in the school's curriculum
- How effective the special educational provision is in empowering pupils to progress against the agreed outcomes of their education, health and care (EHC) plans
- How effectively pupils are engaging with, and making progress against, their EHC plans
- Pupils' achievements and progress across the 4 areas of need of the Special Educational Needs and Disability (SEND) Code of Practice

It doesn't:

- Provide the curriculum for pupils who aren't engaged in subject-specific study, or the teaching tools and strategies you should use for them
- Replace our existing planning, assessment and reporting systems

The 5 areas of engagement

The model breaks engagement into 5 areas, which are interrelated. They're not hierarchical, and there's no expectation that pupils need to demonstrate progress in all 5 areas.

The 5 areas are:

Exploration	Whether a pupil can build on their initial reaction to a new stimulus or activity (e.g. they display more than an involuntary or startled reaction, and may notice it or reach out to it)
Realisation	How a pupil interacts with a new stimulus or activity, or discovers a new aspect of familiar ones (e.g. they display behaviours that show they want more control)
Anticipation	How a pupil predicts, expects or associates a stimulus or activity with an event (e.g. they anticipate a familiar activity is about to start or finish by interpreting cues or prompts)
Persistence	Whether a pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it
Initiation	How much a pupil investigates a stimulus or activity in order to bring about a desired outcome, acting spontaneously and independently without waiting for direction

The model is based on regular observational assessment in order to build a picture of the pupil's progress.

When a teacher observes a pupil, they will:

- Clearly plan and structure their observations
- Try to make sense of the pupil's responses
- Make sure all members of staff working with the pupil are able to contribute to the assessment

It will:

- Capture the pupil's interest
- Be appropriate for their age
- Have realistic but appropriate success criteria specific to the pupil
- Set out how progress will be monitored against each success criterion

The success criteria will be based on our curriculum and linked to the pupil's outcomes in their EHC plan or high-needs funding agreement.

We will report to the DfE which pupils are assessed using the model at the end of KS1 and KS2.

Expertise and training of staff:

Our fully trained and experienced SENCo has allocated time each week to lead and manage SEND provision throughout our school.

We have a team of teaching assistants who are trained to deliver SEN provision. Examples of training staff have received in the past year can be found on the SEND Information Report.

We use specialist staff to deliver art therapy and social and emotional interventions.

Through our strategic planning, we will make provision for teaching and support staff to access relevant training either as a whole staff or in small groups or individuals. This will be based on whole school priorities or individual/ group needs of pupils.

Our SENCo will access local networks regularly to remain informed and up-to-date with latest research, policies and professional development. We will work with external consultants for advice as needed.

Securing equipment and facilities:

SEND specific equipment and facilities will be stored securely in school in the place identified as best for that resource, i.e. for some this will be in the classroom at the point of learning, and others may be kept securely in the SEND office.

Storing and Managing Information:

The school records the steps taken to meet pupils' individual needs through a chronology kept in the pupil's main SEND file. This file is stored securely online in the schools electronic secure files. The file will also be stored on our secure online software Edukey. Paper copies are stored, of any professional paperwork in files stored in the SENCo office. The SENCo will maintain the records and share them regularly with the child's class teacher. In addition to the usual school records, the SEND file may include:

- Information from parents/ carers;
- Information on progress and behaviour;
- Information on interventions taking or have taken place
- Pupil's own perceptions of difficulties;
- Information from health/ social services;
- Information from other agencies and professionals.

Evaluating the effectiveness of SEND provision:

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each half-term (or more frequently);
- Reviewing the impact of interventions after six weeks (maximum) and regularly through the course of an intervention;
- Using pupil questionnaires;
- Monitoring by the SENCO;
- Using provision maps to measure progress;
- Holding annual reviews for pupils with EHC plans (or more frequently if deemed necessary by school or at parent/ carer request).

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEND:

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips to Fox Howl in Year 2, Conway in Year 4 and Manor Adventure in Year 6 (or any replacement visits if these venues change).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Risk assessments and further arrangements will always be made for those children with SEND to ensure that they can attend these activities.

Support for improving emotional and social development:

We provide support for pupils to improve their emotional and social development through individualised, group or whole class interventions.

Our PSHE policy places emphasis on the children's emotional and social development, and this is incorporated in the everyday learning within our classrooms.

Our pastoral support in school includes members of our Safeguarding Team such as our Children's Champion and our Learning Mentor. Allocations to the pastoral team are coordinated through the Strategic Safeguarding lead and the school's SENCo.

We provide Art Therapy, purchased through external providers. We are currently developing a range of other therapies, including Lego Therapy and Growth Mindset.

We have a zero tolerance approach to bullying.

Working with other agencies

Beamont invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. The SENCo is the designated person responsible for liaising with the following Education Psychology Service, Occupational service, Sensory Impairment team, Speech and Language Service, Schools and Family Support Services and the Mental health support team. SEND Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision, progress and keep staff up to date with legislation. Other examples of external agencies that school work with can be found in the SEND Information Report.

7) Monitoring arrangements

Consultation with staff and parents

This policy and information report will be reviewed by the SENCo working with the Head teacher and SEND Governor **annually**. It will also be updated if any changes to the information are made during the year.

There will be a fixed period of consultation following any changes made to the policy with staff and parents before being considered for approval by the Local Governing Body.

Complaints about SEN provision

Parents/ carers are encouraged to raise any concerns they may have about their child's experience in school to the class teacher. Early discussion between home and school can develop a collaborative approach to meeting pupils' needs and provide an open door policy to all our families.

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the Warrington Primary Academy Trust's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

8) Links with other policies and documents

This policy links to other school or Trust policies:

- SEND Information Report (2022-23)
- Safeguarding policy (2022)
- Accessibility plan (2021-2022)
- Behaviour Policy (2022)
- Supporting pupils with medical conditions (2020-2021)

9) The Local Authority local offer

Our local authority's local offer is published here: <https://askollie.warrington.gov.uk/localoffer>

Glossary

CAMHS – Children and Adolescent Mental Health

Service EHCP – Education Health Care Plan

IEP- Individual Education Plan

SEMH – Social Emotional and Mental Health

SEND – Special Educational Needs and

Disabilities SENCO – Special Educational Needs

Co-ordinator

SMART TARGETS – Specific, Measurable, Realistic and Time-Limited Targets

TA – Teaching Assistant

EP- Educational Psychologist

SALT- Speech and Language Therapist