



# Special Educational Needs and Disabilities Policy

October 2020

Ratified by Governors	October 2020
Signed - Headteacher	
Signed – Chair of Governors	
Next Review Date	October 2023

## Special Educational Needs and Disabilities (SEND) Policy

### Our Vision

Promote and achieve excellence in all areas of school life. The school will be a place and a community where all children are happy and safe, where they can flourish and achieve their best in a caring, inclusive environment.

**Kindness** is our core value, underpinning our school vision:

**“Be kind to one another, tender-hearted, forgiving one another” Ephesians 4:32**

### Introduction

Quality-first teaching that is differentiated and personalised will meet the individual needs of the majority of children at Beckley C of E Primary School. However, some children need educational provision that is additional and different to this. This is referred to as “special educational provision” under Section 21 of the Children and Families Act 2014. Children’s learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention and greater support.

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.

### Aims and Objectives

The Governors and staff at Beckley recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum.

We aim to:

- ensure that our curriculum is accessible and inclusive of all children whatever their individual need.
- promote positive attitudes and confidence, ensuring all children experience success.
- identify, assess, record and review pupils’ special educational needs.
- encourage parents/guardians to be involved in planning and supporting at all stages of their child’s development.
- make effective use of support services.

## Roles and Responsibilities

Teaching staff are responsible for supporting those children with SEND in their individual classes and they liaise with the Special Educational Needs and Disabilities Co-ordinator (SENDCo), who co-ordinates SEND within the school. The SENDCo in turn keeps the Senior Leadership Team (SLT) and Governing Body fully aware of updates and developments. At Beckley, the SENDCo is Laura Cockhill.

Teachers and teaching assistants respond to children's needs by:

- providing support for children who need help with communication and language;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly during periods of stress;
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher;
- using suitably modified resources for activities to help meet specific objectives.

The SENDCo:

- manages the day-to-day operation of the policy and co-ordinates the provision for children's special needs;
- supports and advises teachers and teaching assistants;
- maintains the school's SEND register;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by external agencies;
- acts as the link between external agencies;
- can act as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- monitors and evaluates the progress of pupils with SEND and reports to the Governing Body;
- monitors and evaluates SEND provision;
- manages a range of resources, human and material, linked to children with SEND.

The Headteacher and Governing Body:

- determine the school's general policy and resources allocation;
- strive to secure the necessary provision for any pupil identified as having SEND, working within available resources;
- ensure that all teachers are aware of the importance of providing for children with SEND.

An appointed representative from the Governing Body is actively involved in reviewing provision for children with SEND, alongside the Headteacher and SENDCo.

The Headteacher and SENDCo are responsible for the operational management of SEND provision within the school, including the provision for children with Education Health and Care Plans, and they agree with staff how to use funds directly related to needs.

## Managing Provision

We respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Provision for SEND is an integral part of the school monitoring system. It is a regular item on staff and governor meeting agendas, where it is often highlighted for discussion. The SENDCo meets regularly with teachers to review progress and give advice, and monitors the placement of teaching assistant support throughout the school. There is daily contact between all staff to monitor individual pupils and to discuss concerns.

Staff training is undertaken in various aspects of SEND according to the needs of specific pupils, to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of staff are reviewed as part of the Continuing Professional Development (CPD) process in school.

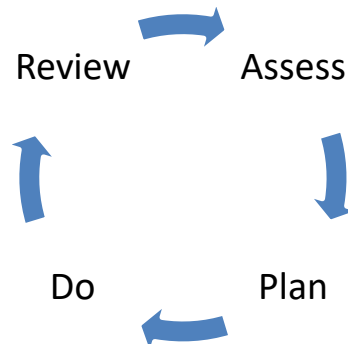
## Assessment

Early identification of SEND is vital. Class teachers inform parents at the earliest opportunity of concerns and attempt to enlist their active help and participation. Class teachers and the SENDCo assess and monitor children's progress in line with existing school practices. The SENDCo then works closely with parents and teachers to plan an appropriate programme of intervention and support for each child on the SEND register. The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

## The SEND process

The SEND process:

- encourages the participation of pupils and their families;
- integrates the work of education, health and care providers;
- follows a cyclical, graduated approach



The school uses the following graduated approach to respond to children's SEND:

### 1. Placing children on our 'Initial Concerns' list.

Where a pupil's attainment and progress is cause for concern, or they exhibit signs of other areas of difficulty, teachers will share their concern with the child's parents and the SENDCo. The quality of the teaching and learning that these children receive will be monitored and they may be offered some additional support, from an initial screening assessment. Their progress will be closely monitored.

### 2. Placing children on the school's SEND register.

If, despite receiving quality, differentiated learning opportunities a child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing English and mathematical skills, which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties, which are not met by the behavioural management techniques usually employed in the school;
- has sensory or physical difficulties, and continues to make little or no progress despite the provision of specialist equipment;
- has communication or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;

There is a discussion with relevant staff, parents and the child as appropriate. If it is decided that further, additional provision is required, specific learning interventions and programmes are decided upon and recorded on a personalised Pupil Profile and the child is added to the SEND register. The child's progress then continues to be carefully monitored.

Where schools seek the help of external support services, these services may need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate interventions and support for the child's pupil profile. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, including educational psychologists, may be consulted.

The SENDCo, class teacher and external specialists will consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved with teaching the child directly. The delivery of the interventions recorded in the Pupil Profile continues to be the responsibility of the class teacher.

### **3. Application for an Education, Health and Care (EHC) plan**

Where a child's needs are considerable and there is little progress following interventions and support from professional agencies, the decision may be taken to request an EHC plan. This process will involve presenting detailed records of our provision and its impact to the Local Authority for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to reports. Further information can be found at: <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/education-health-and-care-plans-and-assessments/ehc-assessment>

### **Partnership with parents**

Our *SEND information report* can be found on the school website [www.beckleyschool.org](http://www.beckleyschool.org). At all stages of the SEND process, the school keeps parents fully informed and involves both parents and pupils. We take account of the aspirations, outlooks and knowledge of pupils and parents at all stages and we encourage parents to make an active contribution to their child's education. We have regular meetings to share progress and will inform the parents of any outside intervention.

## Complaints procedures

If a parent is concerned about SEND provision for their child, initial contact should be made with the class teacher to discuss their concern. If they wish to take the matter further, they should request an appointment with the SENDCo and/or Headteacher directly. If the matter is still not resolved, parents can make a complaint, in writing, to the Chair of Governors.

SENDIASS is a service available to support parents in meetings concerning their child's progress and welfare. They offer free impartial advice in confidence. They can be contacted on 01865 810516 or on their website: <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiaass-oxfordshire>

## Review

The implementation of this policy will be monitored by the SENDCo and will be updated in line with new initiatives. This policy will be reviewed in October 2023.