

# *‘Shining a Light on Learning’*



- B** - **Belief**
- P** - **Perseverance**
- S** - **Success**

**Special Educational Needs and Disability Policy**

**March 2019**

# Beaconsfield Primary School

## Special Educational Needs and Disability Policy

September 2016

### Our ethos/vision

Our aim at Beaconsfield Primary School is to create an atmosphere where children can develop to their full potential in a safe, secure and supportive environment. All children are individuals with their own talents and abilities. We aim to develop these and to offer opportunities where they can grow in confidence, yet still retain sensitivity to others. Through a broad and balanced curriculum, the children's natural enthusiasm and interests can be nurtured and through their own efforts, pupils can appreciate the value of success. It is the right of every child to receive a broad and balanced curriculum that meets their needs. Every teacher is teacher of pupils with Special Educational Needs (SEN) and it is our commitment to ensure that every child at Beaconsfield Primary School is included in all aspects of school life and provided with opportunities to achieve and fulfil their potential.

### Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

**SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

### Key roles / responsibilities

Special Educational Needs Coordinator (SENCo): Miss Tanya Lefort (assistant head of inclusion, ARP leader) if you need to contact her please phone the school on 020 8574 3506 or email: [admin@beaconsfield.ealing.sch.uk](mailto:admin@beaconsfield.ealing.sch.uk)

SEN Governor: Mr Ram Bedi, who is one of our staff governors. He has responsibility for monitoring policy implementation and liaising between the SENCO and the Governing body.  
Designated Safeguarding Lead: The head teacher, Mr Dave Woods, has specific responsibility for safeguarding and is the DSL.

### Aims and Objectives:

#### Aims

At Beaconsfield, all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and ensure that they are a valued member of the wider school community. We expect that all pupils with special educational needs will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education

#### Objectives

- To work within the guidance laid down in the SEND Code of Practice (2014)

- To identify and put in place appropriate provision for pupils who have special educational needs and/or a disability (SEND).
- To operate a whole school approach to the management and provision of support for pupils with SEND that takes into account all of a pupil's needs.
- To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this.
- To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEND Policy is put into practice.
- To provide training and advice for all staff working with SEND pupils.

### **Identification of SEN**

Pupils are identified as having SEND if they have significant greater difficulty in making progress through high quality first teaching. Every teacher is expected to plan a clearly differentiated, broad and balanced curriculum for all children. Through pupil progress meetings and meetings with the SENCo, children who are not making the required progress are highlighted. The next stage would be to plan and deliver interventions to support the child in that particular area or areas of learning they are having difficulties with. This will be reviewed to assess whether the child is making progress. If monitoring showed that the child needs more support they would then move to the SEN support stage.

Quality first teaching at Beaconsfield Primary allows teachers to support all children, through high quality classroom teaching. Quality first teaching is what is on offer for all children – a differentiated, inclusive, broad and balanced curriculum, engaging and effective teaching and personalised learning which includes and supports all children.

Quality first teaching includes:

- Well-resourced and carefully planned provision which provides a rich learning environment
- Clear objectives that are shared with the children
- Lively, interactive teaching and learning, based on real life, practical experiences
- Carefully structured, differentiated learning activities which enable all children to participate.
- Children accessing learning in groups, pairs and independently.
- Children being supported to take responsibility for their own learning, when appropriate - children being encouraged to know their own targets and how to achieve them

If your child continues to experience difficulties despite high quality personalised teaching, they may need additional support. This is called SEN Support. If your child is identified as needing SEN Support, we will:

- Put a plan in place to support your child.
- Regularly review your child's progress
- Meet regularly with parents to discuss progress and plan future support.

Most children receiving SEN Support should make effective progress. However, some children may have more complex needs, requiring a greater level of support. Children with ongoing, significant and / or complex needs may be referred to (with parental permission) external agencies such as:

- Educational Psychology Service (EPS)
- Speech and Language Therapy Service
- Behaviour Support Service (BSS)
- Autism Outreach Team
- Physical/Sensory Support Service
- Educational Welfare Team
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

Children who continue to have greater significant difficulty after consultation with professionals, the SENCo may request for a higher level of support through an Education, Health and Care Plan (EHC Plan) with parental and young person's (if applicable ) consent.

### **The Four areas of need:**

**Communication and interaction**-these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD) including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and learning**-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties**-children may experience a wide range of social and emotional difficulties which manifest in a number of ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

**Sensory and/or physical needs**-some children require special educational provision because they have a physical disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

## **A graduated Approach to SEN Support**



### **Assess**

Children are assessed regularly and the assessment data is given to the head teacher and assistant head teachers. Children's progress is continually monitored and tracked to ensure that progress is being made against their peers and national expectations. In some cases we may require assessments from external agencies and will use this to inform how to support the child.

### **Plan**

Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil, as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language (if appropriate) and also with parents/carers.

### **Do**

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher and ensure that the SEN plan is being followed.

### **Review**

The impact of support, interventions and targets will be reviewed each term by the teacher and SENCO with the involvement of the parent/carer and the pupil. This will inform the planning of next steps for a further period- back to assess, plan, do review or where successful the SEN support plan can be recorded as all targets met.

### **Parents/carers and pupil involvement in the process**

We believe in a person centred approach to information gathering and the cycle of assess, plan, do, and review. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated. Pupils with an EHC are asked to input photos or information into their review. Parents and pupils are required to fill out a questionnaire commenting on progress and support.

## **SEN Provision**

- SEN support may include:
- An individual learning programme.
- Evidence based interventions
- Making/adapting resources or equipment
- Extra adult support, working with a child in a small group
- Maintaining specialist equipment
- Observing a child in class or at break and keeping records
- Helping a child to take part in the class activities
- Making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult.
- Modelling to other children to work with a child, or how to initiate play with them.
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

## **Managing the needs of Pupils on the SEN Register**

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed with parents and pupils. Decisions regarding the level of support provided are needs led and working within the constraints of the school budget.

## **The class teacher is responsible for:**

- The progress and development of all pupils.
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENCO
- effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND
- Supporting the SENCO in the writing and reviewing of targets for pupils with SEND.

## **Special Needs Teaching Assistants are responsible for:**

- Ensuring that day to day provision is in place for the pupils they support
- Implementing agreed strategies and programmes, and advice from specialists.
- Record keeping
- Resources
- Maintaining specialist equipment
- Regular communication with class teacher and SENCO.

## **The SENCO is responsible for:**

- The SEND policy and its implementation.
- Co-ordinating support for children with SEND.
- Updating the SEN register and maintaining individual pupil records.
- Monitoring the quality of provision and impact of interventions.
- Attending network meetings and updating staff.
- Referrals to and liaison with outside agencies.
- Line managing TAs with responsibility for SEND.
- Liaising with and advising staff.
- Maintaining regular liaison with parents/carers.
- Co-ordinating annual reviews.
- Supporting staff in identifying pupils with SEN.
- Mapping provision throughout the school.
- Maintaining links and information sharing with receiving schools.
- Analysing and monitoring the progress of pupils with SEND.

### **Criteria for removing pupils from the SEN Register**

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure progress is maintained.

### **Requesting an Educational, Health and Care (EHC) needs assessment**

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

Please see Ealing local offer for more information. [www.ealingfamiliesdirectory.org.uk](http://www.ealingfamiliesdirectory.org.uk)

### **Statements**

The Education, Health and Care (EHC) plan replaces what were formally known as a statement of special educational needs. Children who currently have a statement will continue to maintain this until the transition is made to an EHC plan. Parents will be informed by the LA in advance of this transition review and will have an opportunity to discuss the process with the SENCO.

### **Supporting pupils at school with medical conditions**

At Beaconsfield Primary School we recognise that children and young people at school with medical conditions should be fully supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may have a physical disability and where this is the case the school will make reasonable adjustments to promote access to all areas of the curriculum and comply with its duties under the Equality Act (2010).

At times, children with special educational needs and/or disabilities (SEND) may require specific medications to be administered. Any arrangements regarding medications for children with SEND will need to be discussed with the SENCo/ Class teacher so that appropriate arrangements and safeguards can be put in place.

### **Supporting parents/carers and children**

We aim to work in partnership with our pupils, their parents and families and to ensure that they are fully informed about all matters relating to their child's education. Our school mainstream SEN local offer is on our website and we guide parents towards the LA Local Offer for information about wider services.

We provide support in the following ways:

- The head teacher and SENCO operate an open door policy for parents/carers seeking support and advice.
- The SEN Governor who is available as a contact point
- Individual arrangements can be made for phased entry into Reception class
- Additional time and special arrangements for SATs
- Support for transition between classes
- A transition group for vulnerable Y6 pupils transferring to secondary school inviting the SENCO of the receiving secondary school to the final Annual review in year 6.

Some children and young people on the SEN Register may have more significant SEND, needs and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected

progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need.

(This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an **Education Health and Care Plan (EHCP)** which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered)

At Beaconsfield Primary School we have an agreed system by which different stages of support are documented and monitored.

Document	Explanation	Responsibility	Reviewed
Provision School Map	This is a document which records all the interventions happening in school for the children who participate. It shows their needs, entry data, objective and strategies used to enable progress to be made. It shows when the intervention starts and finishes and how often it happens within the week. It highlights the stage the child is currently at and allows opportunity to record notes to support future planning and next steps.	Class teacher SENCo	Reviewed termly and/or when an intervention finishes.
Provision Plan	This plan is more specific to a child's individual needs and may offer more focused or one to one support.	Class teacher SENCo Parents	Reviewed Termly
(EHC) Education, Health Care plan	An EHC plan is a legal document which is issued by the Local Authority. It would mean that your child has been assessed by the Local Authority as needing an ongoing, high level of support, which may need additional funding.	Teacher Senco Parents Any agencies involved	A year after final copy.



If the school feels it has exhausted its own resources in terms of supporting a pupil additional help can be requested from external agencies. This process entails a referral being made and an assessment of the submitted evidence being made by an external panel. Following a successful referral external support is offered to the pupil to enable them to make progress – the school works alongside the external agency to ensure the support continues once the agency withdraws.

### **Monitoring and Evaluation of SEND**

The Head teacher and Assistant Head Teachers regularly monitor and evaluate the quality of teaching and provision put in place for all children. The school aims to use interventions that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- Analysis of pupil tracking data and test results.
- Progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

The SENCO maps provision for each class and uses this to cost provision. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to our provision.

### **Training and development**

Training needs are identified in response to the needs of pupils currently on the SEN register.

School staff have specific training and expertise in speech and language, literacy and numeracy interventions and supporting children with a range of educational needs.

The SENCO attends network meetings to share good practice with colleagues at Ealing education centre.

### **Roles and Responsibilities**

Meeting children's special educational needs is the shared responsibility of the governors, parents, teachers and support staff.

It is the statutory duty of the governing body to make provision for all children with SEN. This includes the majority of those who do not require EHC plans as well as the minority with statements/EHC plans.

### **Storing and Managing Information**

All documents relating to children and young people on the SEN Register are stored in a locked filing cabinet. These are all kept in school whilst the child attends. If the child leaves all documents are copied and sent to the next setting by recorded delivery. The original is then sealed and stored securely until the child reaches the age of 25.

Electronic information is only accessible to approved staff by passwords.

### **Reviewing the Policy**

The policy needs to be reviewed March 2020 and annually thereafter.

### Access to this policy

You can get a copy of our policy in a number of ways:

- The school website, follow the link: About Our School to the SEN section.
- A hard copy on request at the school office
- Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

### **Dealing with Complaints**

Complaints about SEND provision should be made in the first instance to the Class Teacher who will inform the SENCO. If parents remain dissatisfied they should follow the steps of the “Concerns and Complaints Policy”.

### **Appendices**

The LA Guidance – ‘Children & Young People with SEN; Guidance – School Based Support’ Support Plan

Educational Psychologist request form Single Point of referral

Specialist provision

Equality Policy

Behaviour Policy

Safeguarding Policy

This policy complies with the statutory requirements in the Special Educational Needs & Disability (SEND) Code of Practice 0 - 25 (2014) and should be read in conjunction with the following guidance, information and policies:

The Equality Policy

The Accessibility Plan

The school’s SEN information Report

The Local Authority (LA) Guidance – ‘Children & Young People with SEN; Guidance – School Based Support’

Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014).

Safeguarding and Child Protection Policies.