



SEND Policy

February 2024

Review February 2025

Bewley Primary School

Special Educational Needs and Disability (SEND) Policy

Introduction

Bewley Primary School provides a safe, happy and ordered environment for its pupils. We aim to provide the best possible support to enable a child with Special Educational Needs to reach his/her full potential. In meeting these responsibilities Bewley Primary School follows the Special educational needs and disability Code of Practice 0-25 years 2014, Children and Families Act 2014, Disability Discrimination Act 2001, Equality Act 2010 and guidance from the Local Authority.

We are a Rights Respecting School and this policy is underpinned by our continued commitment to UNICEF and the UN Convention of Rights of the Child. This policy links directly to the following articles of the UN Convention of the Rights of the child. Children's rights and responsibilities:

Article 2 (Non-discrimination): The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis

Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest.

Definition of Special Educational Needs

Children have special educational needs if they have a *learning difficulty* that calls for **special educational provision** to be made for them.

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.

- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

The Equality Act 2010 defines a disabled person as a person with a disability. A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial (more than minor or trivial) and long-term (a year or more) adverse effect on his or her ability to carry out normal day-to-day activities.

Bewley Primary School staff are aware that children with disabilities/long term health conditions do not necessarily have SEN and that their support may be covered by the requirements of the statutory guidance Supporting Pupils with Medical Conditions (September 2014).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For children of two or over, special educational provision is that which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

Aims of S.E.N. provision

- to support all pupils and staff within school;
- to work together as a team, i.e. child, parents, teachers, SENCo team, Head Teacher, Governors, Teaching Assistants and other Support Services;
- to ensure participation of children and families in decision making;
- to support pupils with SEN, providing opportunities for them to learn and develop to their full potential;
- to have high aspirations and improving outcomes for children with SEN;
- to provide an effective structure for the identification and assessment of SEN.;
- to ensure access for all children to a broad and balanced curriculum, including the National Curriculum and Foundation Stage Curriculum.

Objectives of S.E.N. provision

- to use guidelines provided by the L.A. and refer to the 2014 Code of Practice;
- to train and support all staff with regard to SEND;
- to ensure that all children with SEN are identified, assessed and addressed as early as possible by using observations and testing;
- to use a graduated approach to identify and support pupils with SEN;
- to provide access to a broad and balanced curriculum through careful planning, differentiated work, extra staff to give support and specific resources or modifications to meet needs as far as possible within financial constraints;
- to develop an effective partnership between parents and school with regard to SEN.

Admission Arrangements

Bewley Primary School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. In line with the Education Act 1996, (Section 316), if a parent wishes to have their child with an Education, Health and Care plan (EHC plan) educated in a mainstream setting, the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Partnership with Parents

Parents are consulted about their child's needs as soon as the school has concerns that a child may have SEN. Parents are also encouraged to discuss with staff their own concerns about their child's needs, if they feel that their child may have SEN. Parents are kept informed of ongoing assessments of their child's progress and are made fully aware of any difficulties their child is experiencing. Once an identification of SEN is made, reviews are held at least termly to inform parents of their child's progress, seek parental views and the views of the child, discuss any intervention or programme of action and update provision maps and individualised planning.

Parents are encouraged to help their child at home and are advised by teaching staff about how they can do this. There is an established home/school link with reading record books, and behaviour plans and diaries, and contact books may also be used when necessary. Parents are welcome to discuss their child's difficulties at any time. No outside agency will be involved without the parent's knowledge and consent.

Parents also have a responsibility to communicate effectively with professionals to support their children's education. In working with school they should:

- Communicate regularly with their child's school and alert them to any concerns they have about their child's learning and provision.
- Fulfil their obligations under home school agreements which set out expectations of both parties.

The Voice of the Child

The Code of Practice recommends pupil participation with regard to all aspects of their SEN. At Bewley Primary School we strive to show sensitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners with the school.

At Bewley Primary School, we encourage pupils to participate in their learning by involving them in decision making where possible right from the start of their education. The ways in which children are encouraged to participate reflect the child's evolving maturity. Children are involved in setting their own targets and given feedback on the progress they are making towards them. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confidential

young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

Children are encouraged to be involved in the review process by completing a short interview or questionnaire, or where appropriate, attending part of the review meeting. Children's views are taken into account in every part of the process.

Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCo team and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility.

Role of the Governors

The governing body will do its best to ensure that the necessary provision is made for any pupil who has S.E.N. All Governors are aware of their responsibilities for S.E.N. and matters are regularly brought to their attention. The governor with responsibility for S.E.N monitors the school's work closely on behalf of the children with S.E.N. The governing body reports to parents annually on the school's policy on SEN.

Role of the Head Teacher

The Executive Head Teacher (Maria Carlton) has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with Special Educational Needs. The Executive Head Teacher keeps the Governing Body fully informed on S.E.N. issues. The Executive Head Teacher works closely with the S.E.N Co-ordinator.

Role of the SENCo and SEND Team

The SENCos, Mrs Clift and Mrs Patterson have a key role in determining the strategic development of the SEND policy and provision in Bewley Primary School in order to raise the achievement of children with SEN. The SEN Coordinators (SENCos) responsibilities will include:

- overseeing the day-to-day operation of the school's S.E.N. policy;
- co-ordinating provision for children with special educational needs;
- liaising with and advising fellow teachers;
- managing the roles of teaching assistants;
- overseeing the records of all children with special educational needs;
- the administration of EHC plan reviews and the SEN register;
- overseeing and monitoring interventions which staff have put in place for children with SEN;
- having an overview of outcomes of interventions put in place;
- liaising with parents of children with special educational needs;
- contributing to the in-service training of staff;

- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- Planning for the admission of new children with S.E.N.
- Planning transition for children with SEN and liaising with relevant staff in other schools;
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

At Bewley Primary School we acknowledge the importance of this role and the time required for managing Special Educational Needs.

All Teaching and Non-Teaching Staff

All staff are involved in the development of Bewley Primary School's SEN policy and are fully aware of the procedures for identifying, assessing and making provision for pupils with SEN. Class teachers are responsible for and accountable for planning and providing for the needs of the children in their care who have been identified as having SEN. This will include setting targets, planning and reviewing interventions, writing individual or group plans, formulation of provision maps, and collecting additional information for the SENCo and other agencies.

Class teachers are responsible for setting suitable learning challenges, responding to pupils' diverse needs, overcoming potential barriers to learning and for monitoring progress.

Teaching Assistants employed to support a child with special needs have appropriate responsibility for the child's specific needs during their time with that child. However, the class teacher has overall responsibility and accountability and must take the lead. The TA will liaise with the class teacher and SENCo on planning, on pupil response and on progress.

Staff Development

Staff regularly discuss Special Educational Needs issues and are continually increasing and updating their expertise and knowledge through In-Service training. The SLT identify training needs and ensure staff development. The SENCos attend relevant training and support meetings in order to provide support for other staff. SEN provision is an integral part of the School Development Plan. Staff training needs are identified through the school's appraisal process. All staff are encouraged to be pro-active in identifying and addressing training needs. However, the SENCos and SLT will also ensure that training needs are addressed across the school.

All new staff take part in an induction process which includes disseminating all relevant information on SEN children in their care, auditing areas for future development and identifying training needs.

Identification, Assessment and Provision

Bewley Primary School recognises that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. In order to help and support children who have special educational needs we have adopted a graduated response that recognises there is a continuum of special educational needs and brings increasing

specialist expertise to bear on the difficulties that a child may be experiencing. The graduated approach involves the use of an 'Assess, Plan, Do, Review' cycle and ensures the involvement of parents and children in the process. Bewley Primary School recognises the importance of early identification and records the steps taken to meet the needs of individual children. The SENCos have a responsibility for ensuring that the records are kept and available as needed.

The Code of Practice 2014 identifies four broad areas of need- Communication and interaction, Cognition and learning, Social, emotional and mental health difficulties, and Sensory and/or physical needs. As such, all children who require School Support must be registered under one of these categories.

Monitoring Children's Progress

When a teacher identifies a child who is not progressing satisfactorily or about whom they have concerns, they will consult with the SENCos to consider what else might be done. This review may lead to the conclusion that the pupil needs help over and above that which is normally available within the particular subject. Evidence is needed that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour.

SEN Support

When a class teacher or the SENCo identifies a child with special educational needs, the school will take action to remove barriers to learning and put effective special educational provision in place that are additional to those provided as part of our usual differentiated curriculum. This is called **SEN Support**. The triggers for SEN support interventions will be concerns, underpinned by evidence, about a child who despite receiving differentiated learning opportunities 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 literacy or mathematics skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or social difficulties which are not managed by our assertive discipline techniques (Steps programme)
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with school staff, the SENCo may contact them if the parents agree. The SENCo will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Nature of interventions

The SENCo and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment;
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to LA support services for one-off or occasional advice on strategies or equipment.

Provision Maps and Planning

Provision planning is completed for all children who are receiving support which is additional to high quality teaching. This may include published programmes, such as Lexia, Catch up Numeracy, Drawing and Talking and phonics programmes. The plans will identify the objectives, strategies, assessment opportunities and outcomes of interventions and provision. Targets should be specific, measureable, achievable, realistic, time-related (SMART).

Support from external agencies

At a review meeting the school and parents might decide to request help from the external services. External support services will usually see the child in school so that they can advise teachers on new intervention programmes with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for external agency support will be that, despite receiving individualised support and interventions, the child:

- continues to make little or no progress in specific areas over a long period;
- continues to be working substantially below the level expected of children of a similar age;
- continues to have difficulty in developing literacy or mathematical skills;

- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Bewley Primary School will use the advice and reports provided by the external specialist to inform the child's provision. These targets will usually be implemented in the normal classroom setting. The delivery of the interventions recorded in the provision plan are the responsibility of the class teacher.

Education, Health and Care plans (EHC plan)

The special educational needs of the majority of children in Bewley Primary School should be met effectively through SEN support in school. However, in a small number of cases, where the child remains a significant cause for concern after intervention cycles and advice from external professionals, and has not made the expected progress, the school will ask the local authority for an Education, Health and Care needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care. An EHC will: -

- record the views of the child and parents/carers;
- provide a full description of the child or young person's special educational needs and any health and social care needs;
- establish outcomes across education, health and social care based on the child's needs and aspirations;
- specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes.

Parents can request an EHC needs assessment themselves by writing to the LA. The LA should write to parents to inform them whether they are going to carry out an assessment within 6 weeks of receiving a request. The LA have a duty to ensure the whole process, including assessments, deciding if a plan is needed and writing of a plan, if one is agreed, is completed within 20 weeks.

The Code of Practice 2014 requires that the LA works co-operatively with the child, parents, the child's school and, as appropriate, other agencies such as health and social care, to decide whether an EHC plan is necessary, and if so, what it should contain. Bewley Primary School is aware that an EHC needs assessment does not always lead to an EHC plan being produced.

The LA seeks evidence from the school about strategies and programmes implemented over a period of time and whether or not they have been successful. The LA needs information about

the child's progress over time, clear documentation on the child's Special Educational Needs and the action taken to deal with these needs. Bewley Primary School should provide:

- evidence that the school has taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person,
- records of regular reviews and their outcomes, including information about the levels at which the child is working, showing progress or otherwise over time;
- information on the pupil's health which relate to their SEN;
- Educational and other assessments, for example from a specialist teacher or an educational psychologist.

The description of the child's learning difficulties and progress, with information about the specialist provision made, forms the basis on which the LA can consider whether an EHC needs assessment is necessary. Whilst any assessment is being made, the child should be supported in school through SEN Support through the resources which the school already has available.

Producing an Education, Health and Care plan

When the LA has completed its assessment of a child, it will decide whether to issue an EHCP. The EHCP will be produced in conjunction with the child and their parents/carers and should specify clearly the provision necessary to meet the needs of the child for the best possible outcomes. A draft will be sent by the LA to the parents/carers and they will have 15 days to consider it and provide views. The school will also be informed and provided with a draft if they are to be named in an EHC and given 15 days to respond. The overall process, including preparing the final plan, should be completed within 20 weeks.

Appeals

Where the LA declines to undertake an EHC needs assessment, parents have the right of appeal against the decision to the LA within 6 weeks from the request of the assessment. Where the LA declines to produce an EHC plan, parents have the right of appeal to the LA against the decision within 16 weeks from the request of the assessment.

SEN Support Plan

Strategies employed to enable the child with an EHC plan to progress will be recorded by the school as short term targets within a SEN Support Plan. This will include information about:

- the short term targets set for the child;
- the teaching strategies to be used;
- the provision to be put in place;
- when the plan is to be reviewed;
- ways in which the parents and carers can support the targets.
- outcomes (to be recorded when plan is reviewed at least termly)

The SEN Support Plan will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. The SEN Support Plan will

be reviewed each term and parents' views on their child's progress will be sought. The SEN Support Plan will be child-friendly and the child's views will be sought.

Annual Review

All EHC plans are reviewed at least annually with the child, parents, the LA, the school and other professionals involved. Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan and must also consider whether these outcomes and supporting targets remain appropriate. The review will set new interim targets for the coming year and, where appropriate, agree new outcomes.

The review meeting will normally be arranged in the school and chaired by the Head Teacher or the SENCo. In addition to school representatives, the child's parents or young person, may request a LA SEN officer, a health service representative and a LA social care representative. At least two weeks' notice of the date of the meeting must be given for people to attend. Other individuals relevant to the review should also be invited. The school must seek advice and information about the child or young person prior to the meeting from all parties invited, and send any advice and information gathered to all those invited at least two weeks before the meeting.

After the review meeting, the school must prepare a final report of the meeting, circulate it to all attendees and submit it to the LA within 2 weeks of the review meeting. The report must set out recommendations on any amendments required to the EHC plan, and should refer to any difference between the school or other institution's recommendations and those of others attending the meeting. Within 4 weeks of the meeting, the LA must decide whether to keep, amend or cease the plan.

Allocation of Resources

Presently all LA funded schools in Stockton receive devolved funding for all children identified as having SEN and requiring SEN support. In addition to this, schools can apply for additional top-up funding from High Needs Panel for children whose needs are greater and require a higher level of support or provision. This funding is provided in banded levels. Children with an EHC plan may also receive a personal budget. This is an amount of money identified by the LA to deliver all or some of the provision set out in an EHC plan. Parents of children have a right to ask the LA to prepare a personal budget once the authority has completed the assessment and confirmed that it will prepare an EHC plan.

Bewley Primary School receives an allocation of external agency support, some of which is additionally funded through the school budget. This includes access to an educational psychologist and the employment of a play therapist.

Bewley Primary School has acquired a range of resources and staff expertise to support those pupils with SEN. The school building is currently fully accessible for disabled pupils.

Bewley Primary School has prepared an Accessibility Plan for disabled pupils in order to:

- increase the extent to which disabled pupils can participate in the Curriculum;
- increase the physical accessibility of school premises for disabled children;
- improve the delivery to disabled children of information provided in writing for children who are not disabled.

This Accessibility Plan will be reviewed regularly and included in the *Governors' Annual Report to Parents*.

Where parents want a child with a significant disability or Special Educational Need to continue their education at Bewley Primary School, every effort will be made, in partnership with the LA, to take all reasonable steps and make all reasonable adjustments, to meet the parent's wishes.

Links with other Schools and Transfer Arrangements

The SENCo, Head Teacher, Parent Support Assistant and Early Years staff liaise closely with parents and nursey providers to ensure that any additional needs that a child may have are met when they join Bewley Nursery. Planned transition visits are arranged with parents, staff and key professionals to ensure that school has the correct provision in place for a child joining the school.

The SENCo and Head Teacher also liaise with the local Secondary schools and pass on information about SEN pupils before their transfer to that school. The SENCo from the Secondary school is invited to attend the Y5 Transition Meeting for all pupils with an EHC plan. The school will also arrange transition meetings for any other pupils for whom we deem additional transition planning to be required.

If a child moves to another school, their records will be transferred to their new school once the child ceases to be registered at our school.

When children need more specialist teaching and our school is unable to fully meet their needs, a placement will be considered in a more specialised school, unit or provision. If this is a full time placement, the school will liaise and transfer records. If the placement is part time or dual placement, the SENCo, Head Teacher and Class Teacher will maintain a close liaison and review the child's needs in consultation with the placement on a termly basis.

Complaints Procedure

As we always work closely with parents, consulting them regularly, it is hoped that complaints about SEN provision will be rare. However, should there be a complaint, the following procedure will be adopted:

- 1) Parents are encouraged to discuss the problem with the class teacher, together with the SENCo.
- 2) If the problem is not resolved, then the parents should make an appointment to discuss the problem with the Head Teacher. If necessary, parents may complain to the Governing Body in writing. Complaints procedure leaflets are available from the school office.
- 3) If the problem remains unresolved, the parents have the right to discuss their problems with an LA representative, with or without members of the school staff present. If appropriate, the Parent Partnership Service can become involved to support the parents and give advice.

Curriculum Access and Inclusion

Bewley Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children.

We strive to ensure that every child at Bewley Primary School, regardless of ability, gender or ethnicity will have access to a broad and balanced curriculum.

Evaluation

This policy will be the subject of continuous review by The Executive Head Teacher, SENCo team, teaching and non-teaching staff. The school might, from time to time, set specific targets against which the success of particular aspects of the policy can be measured. These are outlined in the School Improvement Plan and SEN Action Plan and are discussed with the governors on an annual basis.

Reviewed by Governors February 2023

To be reviewed: February 2024