

<b>Date agreed by Governing Body</b>	January 2021
<b>Review date</b>	January 2022
<b>Person(s) responsible for this policy</b>	Mrs L Jackson and Miss G Kaur

"Enabling every child to enjoy and achieve"

Types of Special Educational Needs and Disability (SEND) provided for at Beeston Primary School	<p>The school provides support for children across the 4 areas of need as laid out in the SEN Code of Practice 2014:</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, emotional and mental health difficulties</li> <li>• Sensory and/or physical needs</li> </ul>
Information about the school's Policies for identification and assessment of children with SEND	<p>The school has a SEND Policy, Accessibility Policy and a SEND School Information Report. These documents can be found on the school website. The SENCos (Mrs L Jackson and Miss G Kaur) are responsible for these policies.</p>
The arrangements for consulting parents of children with SEND and involving such parents	<p>We welcome and encourage all parents to participate in their child's educational progress from the outset, seeing them as equal partners. The views of parents will be sought at all stages of assessment and provision. Parents receive information and are consulted at two parent's evenings and one written end of year report. Parents of children with SEND are also invited to an additional mid-year review meeting.</p> <p>We will endeavour to foster effective partnerships, valuing parents' views and contributions and will draw attention to the availability of relevant and accessible information, support and advice (e.g. Leeds SEND Information and Advice Support Service (SEND IASS)).</p>
The contact details of support services for the parents of children with SEND needs	<p>The Leeds SEND Information Advice Support Service can be found via:  <a href="https://sendiass.leeds.gov.uk/">https://sendiass.leeds.gov.uk/</a>          0113 378 50020</p>
The arrangements for consulting young people with SEND and involving them in their education	<p>Children are consulted in target setting where appropriate and have ownership of their Personalised Learning Plans (PLP). Children with an Individual Behaviour Plan (IBP) are encouraged to select their own target to improve behaviour and evaluate each session daily. Whenever appropriate, children who have an Education Health and Care Plan (EHCP) are invited to the child centred section of annual reviews and school regularly uses independent advocates (e.g. Barnados) to ensure children with SEND have a voice.</p>

<p>Arrangements for assessing and reviewing children's progress towards outcomes, including opportunities available to work with parents and children as part of this assessment and review</p>	<p>The SENCo co-ordinates the identification, assessment and monitoring of pupils with SEND, enhanced by effective use of ICT systems following the 'Assess, Plan, Do, Review' cycle.</p> <p>There are clear, well communicated criteria for placing pupils on the SEND register and removing them from this graduated response. Children may be identified if concern is expressed by teacher, parent, health or social services. Wherever possible, additional needs are identified and early help is provided to support the child and those around them.</p> <p>Beeston Primary School's follows a graduated approach to meeting the needs of disadvantaged pupils, including those with SEND. This can be found as an appendix in our SEND Policy</p>
<p>The school's arrangements for supporting children with SEND in a transfer between phases of education or in preparation for adulthood and independent living</p>	<p>Our main feeder high school is Cockburn High School. We particularly endeavour to facilitate a smooth transition for any pupil with SEND joining or leaving the school, and individual transition packages are put together including meetings with SENCos, visit days and handover of any paperwork.</p>
<p>The school's approach to teaching children with SEND</p>	<p>Children with SEND will have access to the full National Curriculum, differentiated as appropriate by the class teacher with reasonable adjustments. The school adopts the graduated response recommended by Leeds LA and as laid out in the SEND Code of Practice for the identification of children with SEND. The advice of specialists is sought as appropriate. Our graduated approach can be found as an appendix in our SEND Policy.</p> <p>The class or subject teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving, seeking further advice and advising on the effective implementation of support.</p>
<p>How adaptations are made to the curriculum and the learning environment of children with SEND</p>	<p>Each pupil's education will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class. If a pupil has needs related to more specific areas of their education such as; spelling, handwriting, maths, English skills etc. then the pupil will be placed in a small intervention group. This will be run by the teacher or teaching assistant. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.</p>

<p>Information about the expertise and training of staff to support children with SEND, including how specialist expertise will be secured</p>	<p>Mrs Jackson has a BA Hons in Primary Education with a subject specialist in English, a Post Graduate in Professional Development, a Post Graduate certificate in SEN Coordination and a Masters in SEN.</p> <p>Miss Kaur has a BA Hons in Business, QTS in Primary Education and a Post Graduate certificate in the National Award for Special Educational Needs Co-Ordination.</p> <p>Staff at Beeston Primary have benefitted from training delivered by Patrick Kelly (SEN Monitoring and Quality Assurance Officer) on meeting the need of all children.</p> <p>Teachers and Teaching Assistants are regularly offered Continuing Professional Development (CPD) offered by Leeds for Learning, to enhance the provision they offer children with SEND in their classes as appropriate. Support for staff can also be requested from the SENIT and the Educational Psychology Team (EPT).</p>
<p>Evaluating the effectiveness of the provision made for children with SEND</p>	<p>All children with Special Education Needs are placed on the SEND Register. Beeston Primary School uses our graduated approach to respond to pupil's needs.</p> <p>Teachers have termly meetings with Senior Leaders, including SENCos, to evaluate effectiveness and discuss future outcomes.</p> <p>The Governing Body, in partnership with the SENCo and other colleagues, will monitor and report on the success of SEND provision for pupils with SEND in a variety of ways:</p> <ul style="list-style-type: none"> <li>• Monitor and evaluate the success of short and medium-term targets.</li> <li>• Evaluate the impact of tailored provision and programmes of study.</li> <li>• Analyse progress data for pupils with SEND.</li> <li>• Analyse attendance and exclusion data for pupils with SEND.</li> <li>• Monitor progress against SEND priorities in the School Improvement Plan.</li> </ul>
<p>How the school enables pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND</p>	<p>Children with SEND are taught in mainstream classes in mixed ability groupings and access social interactions alongside non-SEND pupils with support as required.</p>
<p>Support that is available for improving the social, emotional and mental health of children with SEND</p>	<p>At Beeston Primary School, we believe that supporting the health and well-being of our pupils is essential in improving their academic outcomes. Social, Emotional and Mental Health (SEMH) is critical to the development and educational achievement of children and young people. Mrs Wilkinson, Mrs Whitaker and Mrs Leng work as part of the Inclusion Team in school as Inclusion Support workers. They provide support and guidance to pupils, helping them overcome barriers to learning which may be due to social, emotional or behavioural problems. Working closely with other professionals, both within and outside school, Mrs Wilkinson, Mrs Whitaker and Mrs Leng</p>

	<p>identify and break down barriers, helping children to feel safe, be happy and stay motivated to enable them to enjoy learning and achieve their full potential.</p> <p>Children are encouraged to regulate their behaviour through the use of Zones of Regulation. All classrooms promote the use of Zones of Regulation.</p>
How the school involves other bodies, including health and social care, local authority support services and voluntary organisations, in meeting the needs of children with SEND and in supporting families of such children	<p>We have close links with the following agencies:</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapy Service</li> <li>• Chatterbug (Traded Speech and Language)</li> <li>• Educational Psychology Team (EPT)</li> <li>• Occupational Therapy (OT)</li> <li>• Child and Adolescent Mental Health Service (CAMHS)</li> <li>• Paediatricians</li> <li>• School Nursing Team</li> <li>• Specialist Training in Autism and Raising Standards (STARS) Teachers</li> <li>• Special Education Needs and Inclusion Team (SENIT)</li> <li>• Social Care</li> <li>• DAHIT (Deaf and Hearing-Impaired Team)</li> </ul>
The school's arrangements for handling complaints from parents of children of SEND about the provision made at the school	<p>We value good home/school relations and will, therefore, do everything we can to establish and maintain them. This includes seeking to resolve any concerns or complaints promptly, and to the satisfaction of all concerned. The school has a complaints policy which is available on the school website. The SENCos are available for meetings on request.</p>
The school and Local Authority local offer	<p>The School Information Report outline our School offer for pupils with SEND. The Leeds Authority Local Offer is published at <a href="https://leedslocaloffer.org.uk/">https://leedslocaloffer.org.uk/</a></p>
Arrangements for supporting children and young people who are looked after by the local authority and have SEN	<p>Social workers are included in annual reviews and where possible linked to PEP meetings.</p>