



# Beeston Primary School

## Special Educational Needs and Disabilities (SEND) Policy

<b>Date agreed by Governing Body</b>	January 2024
<b>Review date</b>	January 2025
<b>Person(s) responsible for this policy</b>	Mrs L Jackson and Mrs L Fielding

### **Summary**

This policy is in reference to pupils with SEND.

**Amendments from previous SEND Policy:** Policy updated to reflect change in practice in relation to Pupil Passports and Individual Provision Maps (IPMs)

### **Recommendation**

Governors are requested to read this policy, consider its content and approve its adoption. This policy should be reviewed annually.



## Beeston Primary School

### SEND Policy

#### Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: The Special Educational Needs and Disability Regulations 2014. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2015
- Ofsted 2019 School Inspection Handbook
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

#### Inclusion Statement

The staff at Beeston Primary School are committed to the inclusion of and high expectations for all pupils, including those with SEND. We therefore:

- Provide an environment which enables every pupil to be safe and healthy
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being
- Enable every pupil to make a positive contribution to their school and community
- Identify and respond to pupils' diverse and individual needs
- Identify and overcome potential barriers to learning
- Set suitable and aspirational learning challenges for every pupil

#### Aims and Objectives of this Policy

The aims of our SEND policy in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of active involvement from pupils, parent and carers
- All staff are responsible for the early identification, assessment, monitoring, teaching and inclusion of pupils with SEND as an integral part of raising standards
- To carefully consider provision for disadvantaged learners including those with SEND, to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## **Section 1**

**Information about our policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how we evaluate the effectiveness of our provision for such pupils and;**

## **Section 2**

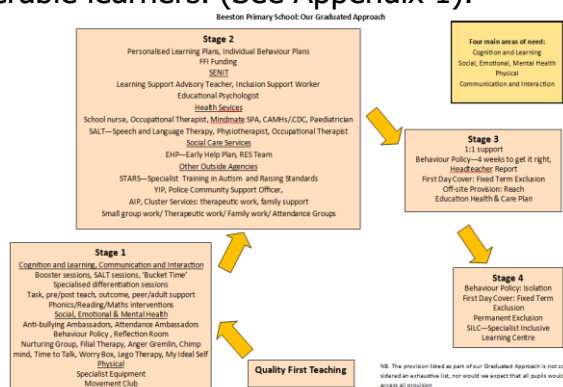
**Our arrangements for assessing the progress of pupils with special educational needs**

In agreeing these staged arrangements, we have taken into account the following statements and definitions:

- “Special educational provision is educational or training provision that is “additional to” or “different from” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching” **SEND Code of Practice (2015)**
- “Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEND, should simplify the process of planning the right help at school level” (p68) **SEND Code of Practice (2015)**

## **Graduated Approach and our school response**

Below is a diagram which outlines our Graduated Approach and how we respond to the needs of our vulnerable learners. (See Appendix 1).



## **Stage 1**

**Well-differentiated, quality first teaching, including, where appropriate, the use of interventions. All vulnerable learners will be included on the whole school Bespoke Learning Opportunities trackers (BLOs)**

All learners will have access to quality first teaching. Disadvantaged learners will have access to a range of interventions. These will sometimes be pupils who are underachieving and have been identified by us as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is



considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.

All vulnerable learners will be included on a detailed whole-school BLOs which outline and monitor all additional intervention across school. BLOs enable us to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need
- Support in recognising gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

#### Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile, assessment, reading ages, other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements (Assess-Plan-Do-Review)
- Following up parental concerns
- Tracking individual children's progress over time,
- Liaison with feeder nurseries on transfer
- Information from previous schools
- Information from other services
- BLOs clearly identify pupils receiving additional support from our devolved budget or pupils in receipt of High Needs funding. BLOs are updated termly by teachers in liaison with Senior Leaders, including SENCos.
- Involving an external agency where it is suspected that a special educational need is significant.

#### Curriculum Access and Provision for disadvantaged learners including those with SEND

Where children are underachieving and/or identified as having special educational needs, we provide for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- Teachers differentiate learning as part of quality first teaching
- Interventions as part of SEND support
- Other small group learning
- Individual support
- Bilingual support/access to materials in translation
- Further differentiation of resources
- Homework clubs
- Individual Provision Map (IPM)

#### Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the SENCO and/or senior leaders.
- On-going assessment of progress made by intervention groups
- Learning walks/ Teaching and Learning Reviews on a termly basis.
- Scrutiny of planning
- Teacher meetings with the SENCO
- Informal feedback from all staff
- Pupil voice when setting new PLP targets or reviewing existing targets
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring of Pupil Passport/IPM provision and targets, evaluating the impact of Pupil Passports/IPMs on pupils' progress
- Attendance records and liaison with Attendance Team
- Regular meetings about pupils' progress between the SENCO and the Headteacher
- Termly monitoring meetings with SEND governor
- SEND annual report to governors
- Head teacher's report

## **Stage 2**

### **Additional SEN Support**

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in school. For example, they have a special educational need as defined by the SEN Code of Practice (2015).

Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the SEND register (but will be on our BLOs).

In keeping with all vulnerable learners, intervention for pupils on the SEND register will be identified and tracked on BLOs.

### **Funding**

It may be decided that a very small number, **but not** all of the pupils on the SEND register will require additional High Needs top up funding. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where we can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority.

### **Pupil Passports/IPMs**

Where a pupil is on the SEND register, in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Pupil Passport/IPMs is required or whether using the outcomes on the EHCP is appropriate.

Our approach to Pupil Passports/IPMs is as follows. Our Pupil Passports/IPMs:

- are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly assessed, refined and amended.
- will record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children. Targets will specifically address the areas in which a child is having difficulty with learning.
- will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the provision”.
- will be based on informed assessment and may include the input of outside agencies.
- will be time-limited – at (least) termly review.

Pupil Passports/IPMs will be arrived at through some or all of the following:

- Discussion between teacher and SENCo
- Discussion, wherever possible, with parents/carers and pupil
- Discussion with another professional

### **Stage 3**

#### **Education Health and Care Plan**

On very rare occasions, where a pupil has a significant, severe and/or sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils accessing Stage 1 and Stage 2 of our Graduated Approach. In addition to this they will have an Annual Review of their plan. Our school will comply with all local arrangements and procedures when applying for High Needs Block Funding.

An Education Health and Care Plan will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in the Special Educational Needs Code of Practice and particularly with regard to the timescales set out within the process.

### **Section 3**

#### **The name and contact details of the SEN co-ordinator:**

**Lianne Jackson and Lisa Fielding – 0113 2716978**



**The name and contact details of the Designated Teacher for Looked After pupils:**  
**Lianne Jackson – 0113 2716978**

### **Management of SEND within our school**

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The Head Teacher and the governing body have delegated the responsibility for the on-going implementation of this SEND Policy to the SENCOs. The SENCOs are responsible for reporting regularly to the headteacher and the governor with responsibility for SEN on the on-going effectiveness of this SEND Policy.

The Designated Teacher for Children Looked After has strategic responsibility for the inclusion of children who are adopted or in local authority care.

### **Head Teacher responsibilities**

The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn. The Head Teacher and the governing body will delegate the day to day implementation of this policy to the SENCOs. The Head Teacher will be informed of the progress of all vulnerable learners and any issues with regard to our provision in this regard through:

- analysis of the whole-school pupil progress tracking system
- maintenance and analysis of a whole-school BLOs for vulnerable learners (could be devolved to another member of the SLT and SENCO)
- pupil progress meetings with individual teachers
- regular meetings with the SENCO
- discussions with pupils and parents

### **Special Educational Needs Coordinator responsibilities**

In line with the recommendations in the SEN Code of Practice (2015), the SENCO will oversee the day- to-day operation of this policy in the following ways:

- overseeing the day-to-day operation of the school's SEN policy
- identifying a pupil's SEND
- co-ordinating provision for children with SEN
- liaising with parents of pupils with SEND
- monitoring the effectiveness of any special educational provision made
- liaising with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- ensuring that the school keeps the records of all pupils with SEND up to date
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a robust transition is planned
- promoting inclusion in the school community and access to our curriculum, facilities and extra-curricular activities



- selecting, supervising and training teaching assistant staff who work with pupils with SEND
- advising teachers about access to learning/differentiated teaching methods appropriate for pupils with SEND
- contributing to in-service training for teachers to assist them to support pupils with SEND
- preparing and contributing to annual reviews for pupils with EHCPs
- liaising with the relevant Designated Teacher where a looked after pupil has SEN

#### **Section 4**

##### **Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be ensured**

Our SENCo will be a qualified teacher, working at our school and will have the statutory accreditation. If a new SENCo is appointed, he/she will have or will gain the statutory accreditation within three years of appointment.

The SENCo will regularly attend local network meetings. All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement. Where appropriate, such training will be included in our school development plan and schedule of continuous professional development.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by our school.

#### **Section 5**

##### **Information about how equipment and facilities to support children and young people with special educational needs will be secured**

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, we will apply to the Local Authority for High Needs Block Funding.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

#### **Section 6**

##### **The role played by the parents of pupils with special educational needs**

Partnership with Parents/Carers

We aim to work in partnership with parents and carers. We do so by:



- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that we will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Leeds SEND Information Support and Advice Service.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets
- (For some pupils with special educational needs) monitor their success at achieving the targets on their Personalised Learning Plans.

### **Effective Transition**

We will ensure early and timely planning for transfer to a pupil's next phase of education and will offer transition meetings to all pupils in receipt of additional SEN support and all those with Education, Health and Care Plans. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at review meetings. A transition timeline will be produced, with specific responsibilities identified. Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits. Pupils and parents will be encouraged to consider all options for the next phase of education and we will involve outside agencies, as



appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate. Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise

## **Section 7**

### **Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school**

#### **Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against children with disabilities and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*).

#### **Complaints**

If there are any complaints relating to the provision for children with SEND these will be dealt with following the school's complaints policy.

## **Section 8**

### **The contact details of support services for the parents of pupils with special educational needs**

- Educational Psychology Service: Contact Number: 01133951039
- SENIT (Special Educational Needs Inclusion Team): Contact number: 01133951039
- Leeds SENDIASS Information Support and Advice Service (formally Parent Partnership Service): Contact Number: 0113951200
- Virtual School for Children Looked After: Contact number: 01133950929
- Information on where the local authority's local offer is published: <https://leedslocaloffer.org.uk/#!/directory>
- Information on where our School Information Report is published: <https://www.beestonprimaryschool.co.uk/send/>

**Beeston Primary School: Our Graduated Approach**

