

# Special Educational Needs and Disability Policy

## Beech Hill School



**Completed by:** S Bowling

**Date:** 27.06.2022

**Last reviewed on:** June 2022

**Next review due by:** June 2024

## **Introduction**

This SEND policy is written to comply with the statutory requirements laid out in the SEND Code of Practice 0 – 25 2014, the Children and Families Act 2014 and the Equality Act 2010. All our school policies are interlinked and should be read and informed by all other policies. The SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

## **The SEND Team**

Enquiries about an individual child's progress should be addressed at first by the class teacher as they know the child best.

All other enquiries regarding SEND can be brought to the attention of the school's SENCo Team. Beech Hill School has a Deputy Headteacher for Inclusion and a SENCo.

Samantha Bowling is the Deputy Headteacher for Inclusion and oversees the daily running of the SENCo Team across the Trust and has completed a National Award for Special Needs Co-ordination.

Fiona Walker is the SENCo and has completed her National Award for Special Needs Co-ordination.

If you wish to speak to the SENCo, please make an appointment at the school office.

## **Our Aim**

At Beech Hill we believe that every child matters. There is driving determination to ensure that pupils and adults in the school reach their full potential. Our ethos is a simple one 'Learning without Limits' and this is inclusive of our children who have a Special Educational Need. We place a high value on establishing close links between home and school so that we can work effectively together enabling each child to achieve their full potential. Our school focuses on the outcomes for the pupils, not just hours of provision or support that they receive. All teachers at Beech Hill are teachers of children with Special Educational Needs or Disabilities.

## **Headlines from the SEND Code of Practice 0 – 25, January 2015.**

- Education, Health and Care Plan (EHC Plan) which can be used to support children from birth to 25 years.

- School Action and School Action Plus have been replaced by one school based category SEN Support
- There are four broad categories of SEND:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health
  - Physical and sensory.
- Behaviour is no longer included as SEND.
- All teachers are teachers of children with Special Educational Needs.

## **Defining SEND**

The Code of Practice states that:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

Taken from SEND Code of Practice: 0 to 25 Years, January 2015 – Introduction xiii and xiv

## **Objectives**

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEN
- To create an environment that meets the Special Educational Needs of each child so that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively to value and encourage the contribution of all pupils to the life of the school
- To work in partnership with parents

- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the SEND Policy
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

### **Identifying Special Educational Needs**

Teachers and the SENCo, along with parents, carers, children and outside agencies will work together to identify children's Special Educational Needs. We aim to identify a Special Educational Need at the earliest point and then making effective provision improves long-term outcomes for the child.

When identifying whether or not a child has a Special Educational Need, we will look at:

- The starting point of the pupil and their experience to date
- The teacher's assessment of the pupil's progress, attainment and behaviour
- The pupil's individual development in comparison to their peers
- The views and experience of parents
- The child's own views
- The advice from external agencies when appropriate

The purpose of identification is to work out what action is needed to ensure that the child gets the correct support, not to fit them into a category. There are four broad areas, which give an overview of the range of needs that a child may need. These are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

The following are not considered to be SEND but still may impact on a child's progress and attainment;

- Disability (Beech Hill will ensure to follow the statutory guidance on "reasonable adjustment" as set out in the Disability Equality legislation to make sure that all children are able to access their education)

- Attendance and punctuality
- Health and welfare
- Being in receipt of Pupil Premium Funding
- Being a Child Looked After
- Being a child of a serviceman/women
- Behaviour will not be a special educational need, however it is possible for it to be a symptom of an unmet special educational need
- English as an Additional Language (EAL)

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. At Beech Hill we will look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND. Difficulties related solely to limitations in English as an additional language are not SEND.

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

At Beech Hill all teachers are accountable and responsible for the progress and development of all pupils in their class, including those who have SEND and/or receive support from support or specialist staff.

All children will receive high quality teaching, which is differentiated for individual pupils, this is the first step in responding to pupils who have or may have special educational needs. Additional intervention and support cannot compensate for a lack of high quality teaching. Beech Hill's Senior Leadership Team regularly and carefully reviews the quality of teaching for all children, including those at risk of underachievement, on a termly basis. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issues, with the support of SENCo, parents, carers and the child (where age appropriate). They will work together to analyse the information and data gathered about the pupil and then decide on the best support plan for them to achieve identified outcomes. Pupils' progress

and attainment is regularly assessed and reviewed and where pupils' learning does not respond to high quality first teaching and steps to support them, then they will be assessed for additional support and be added to the school's SEN register after further consultation with parents or carers.

All children's plans are reviewed at least on a termly basis, some children on a half termly basis depending on the level of need. These reviews will be conducted by the teacher and SENCo (where necessary) with the parents, carers and children (where age appropriate). If it is deemed to be necessary and beneficial to achieving better outcomes for the child, then further advice and support will be sought from external agencies to provide further support for the child to achieve their outcomes.

### **Managing Pupils Needs on the SEN Register**

The SENCo will maintain the school's SEND Register and provision map in conjunction with the class teachers. When a child needs additional and different support to high quality first teaching, they will be placed on the school's SEND register. They will be recorded as needing **SEN SUPPORT**. Each child on the SEND register will have an Individual Education Plan (IEP) which will detail their needs, the strategies to be used and support them and a list of provisions that they are taking part in.

The class teacher will assess, plan for, teach and review children's SEN Support. Where outside agencies are involved, the class teacher will be supported directly by these agencies and the SENCo. All children on the SEND Register will be reviewed on a termly basis by the class teacher. Prior to all these meetings, the children's views will be recorded on an 'All about me' sheet, to ensure their involvement in the review process. Parents and children (where appropriate) will be invited to these review meetings to discuss progress, targets and provision. Representatives from outside agencies may also be invited, if appropriate. Likewise, if at a meeting it is discussed about the possible additional support from an outside agency, then before any assessment or procedures begin, parental permission will be sought.

In some circumstances, for example a child has an **Educational, Health and Care Plan (EHC)** reviews may be carried out on a more frequent basis due to the child's individual level of need. For those children who have a current an EHC Plan, they will also have an annual review to discuss the progress, targets and provision as outlined on their EHC Plan. A member of the Local Authority's SEN Team may attend this meeting.

Where a child has made the necessary progress and is assessed to be working at the expected stage for their year group and they are responding to the high quality first teaching in the classroom, then the class teacher, SENCO and parents will discuss the decision to remove the child from the SEND Register.

## **Supporting Pupils and Families**

Parents and carers can find access to the Local Authorities Local Offer via the Beech Hill Website. Beech Hill has its own SEND Information Report which details the provision provided in school. It is checked, and updated as necessary, on a termly basis by the SENCo Team and is available for all parents and carers on the school website.

Beech Hill will seek to support parents and carers to access the outside agencies and support services they require to ensure that their child can achieve their outcomes.

The child's voice and aspirations will always be taken into account when planning SEN provision and when reviewing progress through review meetings. This will be done at an age appropriate manner and with additional support where necessary.

Children who have a medical condition that may affect their progression and development will be supported as outlined in the Beech Hill School Medical Policy including First Aid, Medicines, Asthma and Headlice.

Transition meetings are held for all pupils before moving to the next year group, regardless of whether they are on the SEND Register or not. These meetings allow teachers to discuss the individual pupils, pass on current targets and ensure all paperwork is up to date for the new academic year. For Year 6 pupils transition meetings are held once school allocations have been made. The appropriate secondary school SENCo is invited to discuss children on an individual level and in some instances meet the children. Additional transition arrangements may be made at these meetings depending upon individual needs.

A transition form is completed by the current class teacher for each pupil showing details of educational attainment and provision. These forms and copies of pupils' most recent IEP are forwarded directly to the appropriate SENCo before the end of each summer term.

## **Training, Resources and Funding**

The head teacher and SENCo agree on the most effective use of notional funds as well as top up funds directly related to EHC Plans.

Staff are given up-to-date information via staff briefings, meetings and on our Virtual Learning Environment - Seesaw. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake additional training and development provided to them as part of their Continual Professional Development (CPD). The SENCo will discuss courses and the staff members to attend. Where teachers are working with outside agencies to support a child in their class, the outside agency will usually provide additional training to support their personal knowledge and skills to be able to provide provision for the child in their class.

All new teachers and support staff will meet with the SENCo to discuss the systems and procedures in place at Beech Hill. All Newly Qualified Teachers (**Early Career Teachers, ECTs**) receive additional support from an experienced class teacher in their key stage and direct support from the SENCo around their roles and responsibilities for SEND children in their class.

The SENCo Team attends the Local Authority SENCo Network meetings on a termly basis, as well as the Local Family of Schools, to keep up to date with local and national updates in SEND.

## **Governors**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice, January 2015.

The Governor with particular responsibility for SEND is Huma Akhtar.

## **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy.

### **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

Reviewed and updated:

September 2011

July 2012

July 2013

December 2014 – in line with the new SEND Code of Practice 2014

September 2016

February 2017

January 2018

September 2018

November 2019

September 2020

September 2021

**June 2022**