BEECH GROVE PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

INTRODUCTION

Children are considered to have special educational needs if they have significantly greater difficulty in learning than other children of the same age. Children's learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention and greater support. This policy outlines how we aim to provide for all children with SEND at Beech Grove Primary.

Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a 'substantial' or long-term' negative effect on your ability to do normal daily activities.

There are 4 primary areas of special educational needs;

- Communication and Interaction Needs
- Cognition and Learning Needs
- Social, Emotional and Mental Health Needs
- Sensory and/or Physical Needs

AIMS AND OBJECTIVES OF THE POLICY

- To work in partnership with children and their families at every stage of the SEND process
- To create an environment that meets the educational needs of all children
- To ensure that the special educational needs of children are identified, assessed and provided for
- To enable all children to have full access to all elements of the curriculum
- To make clear the expectations of all partners in the process

ROLES AND RESPONSIBILITIES

The Head Teacher and the Governing Body aims to secure the necessary provision for all pupils including those identified with SEND. The Inclusion Coordinator holds responsibility for day to day management of this provision. In this school, the Inclusion Coordinator is **Miss Helen Pearson**.

The Inclusion Coordinator will;

- Manage the day to day operation of the policy, coordinating provision and managing the responses to children's needs
- Support and advise teachers and support staff
- Coordinate and manage the records of all children with SEND
- Coordinate school-based assessment and act as the link with outside agencies
- Work in partnership with parents
- Manage human resources and teaching materials to support provision
- Regularly monitor and evaluate the SEND provision and report to the Governing Body

Teachers will;

- Plan for all children's participation in learning including physical and practical activities
- Support children to manage their behaviour and emotions and to take part in learning effectively and safely

Support Staff will;

- Share in the assessment of needs and the planning and implementation of objectives
- Carry out specific programmes of work with small groups or individuals as specified by the teacher

Governors will;

- Work within the available resources to secure appropriate provision for all children including those with SEND
- Monitor and evaluate the work of the school with regard to provision for SEND
- The governor with responsibility for SEND is **Rev. Sue Richardson**

ASSESSMENT

Early identification of SEND is vital. Class teachers will pass on concerns identified from in-school assessments in a timely manner to the Inclusion Coordinator, who will then work in full partnership with parents/carers and other professional to agree appropriate provision.

Concerns may include;

- Children make progress which is significantly slower than their peers
- Children who are 'stuck' and failing to close the attainment gap between themselves and their peers
- Children whose social and emotional needs are impacting negatively on their learning

Behavioural difficulties are not classed as special educational needs in themselves but can have a profound effect on a child's learning. If a child shows consistent unwanted behaviours it may be due to a variety of experiences at home or school such as anxiety, bereavement, separation or bullying. Our Parent Support Advisors (PSAs) and Inclusion Coordinator will endeavour to support the child and their family.

If there are concerns that the child may have emotional health needs the possible support available from school and other agencies will be discussed. Parents may be encouraged to support a referral to CAMHS (Children and Adolescent Mental Health Services) or Reach (a support service for children from *mind).* If there is an emotional need around anger management the school's Learning Mentors can support through individual programmes of support in school as well as referrals for interventions such as Play Therapy, The Bungalow Partnership, or The Link – outside agencies and charities that school can access for support.

The School Information Report on the school website contains further information about other agencies and support available.

THE SEND PROCESS

The process aims to encourage the participation of children and their families and to integrate the work of education, health and other outside agencies as appropriate. It is a cyclical process which allows for planned provision to be amended in line with changing needs;

- **Assess**
- **Plan**
- **Do**
- **Review**

We follow a graduated approach to responding to children's special educational needs

- **Monitoring –**Where a child's learning or behaviour is a cause for concern, teachers will share their concern with the Inclusion Coordinator. Their progress will be closely monitored and reviewed regularly
- **Additional Provision –** if it is decided that additional provision is needed, which may include a specific learning programme or additional adult support, a School Support plan is drawn up detailing the additional provision to be made and how the impact of this will be monitored
- **Outside Agency Support –** Where the resources provided through the School Support Plan have not had the impact of sufficiently addressing the child's SEND, then outside agency support may be sought. Outside Agency support provided will be recorded on a Personal Provision Map and kept in the child's SEND file. External agencies may act in an advisory capacity, or provide specialist teaching or assessment.

EDUCATION, HEALTH AND CARE PLAN (EHCP)

Where a child's needs are considerable, and there little progress following interventions and support from specialist agencies, or if the child has demonstrated a significant cause for concern, a joint decision between parents/carers and professionals may be taken to apply for an EHCP.

The Local Authority (LA) will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to meet those needs, including any resource or special arrangements put in place. Having a diagnosis of ADHD, dyslexia or autism does not automatically mean a child needs an EHCP.

Parents and children are involved in the statutory process and are kept fully informed of the progress of the referral. If an EHCP is given it will be reviewed annually and again, both the child and the parents will be involved in the review.

Beech Grove Primary School has two High Needs Resource Bases – one for children at key stage 2 (7 – 11 years) and one for reception and key stage 1 (4 – 7 years) – for children who have a diagnosis of Autistic Spectrum Disorder (ASD) and associated communication difficulties. Admission to the bases in managed in conjunction with the Local Authority and children from within the Middlesbrough area – and sometimes from outside the borough – can be considered.

Each base has places for 8 children and is led by a specialist teacher supported by 2 SEND/experienced teaching assistants. Teaching is highly differentiated to meet the children's special educational needs, which can be through supported work, small group learning as well as independent learning.

Children who access the bases attend full time and are registered on the role of Beech Grove Primary School. They have access to all activities and clubs in the same way as all of the other children in school. Where possible, children in the bases are encouraged to work towards some integration with their peers in mainstream, initially with support, and then independently.

SCHOOL LOCAL OFFER

Further information about the school's provision for children with SEND is included in the School's SEND Information Report. A copy of which is published on the school website. Paper copies are available from the main office.

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