



## **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 School.

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 four 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

At Beech Grove Primary School we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

#### **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 Special Educational Needs and Disabilities Coordinator (SENDCo) holds responsibility for day to day management of this provision. In Beech Grove Primary School, the SENDCo is **Mrs Amy Morgan**.



**The SENDCo will;**

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Manage the day to day operation of the policy, coordinating provision and managing the responses to children's needs
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Provide professional guidance to colleagues, and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- 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
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Regularly monitor and evaluate the SEND provision and report to the Governing Body

**Teachers will;**

- Plan and provide high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- Monitor the progress and development of every pupil in their class
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Work with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensure they follow this SEND policy and the SEN information report
- Communicate with parents regularly to set clear outcomes and review progress towards them, identifying the activities and support that will help to achieve the set outcomes.

**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



- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Make sure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- The governor with responsibility for SEND is **Rev. Sue Richardson**

### **IDENTIFICATION AND ASSESSMENT OF NEED**

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

Class teachers will regularly assess the progress of all pupils and identify any pupils whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close, or widens, the attainment gap between them and their peers
- Children whose social and emotional needs are impacting negatively on their learning

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>



Area of need	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

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 SENDCo 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 to a provider of therapeutic support, such as The Bungalow Partnership, Schools in Mind or Inside Out. The school's Learning Mentors can also offer support through individual programmes of support in school.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist. Regular termly meetings are held between the SENDCo and class teachers to review the progress of all pupils in the class, and to discuss those pupils with an identified SEND need and any others whose needs may be a "cause for concern."

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.



Potential short-term causes of impact on behaviour or performance will be considered. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and their previous setting has already identified that they have SEND, then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

### **THE SEND PROCESS**

Beech Grove Primary School puts the pupil and their parents at the heart of all decisions made about special educational provision. We will formally notify parents if it is decided that a pupil will receive special educational provision, and work alongside parents to ensure their views are respected and valued throughout as active participants in the process.

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach:

- **Assess**

The pupil's class teacher and the SENDCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need.

- **Plan**

In consultation with the parents and the pupil, the teacher and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be made accessible to staff in an individual School Support Plan. Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

- **Do**

The pupil's teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class, they still retain responsibility for the pupil. They will 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



SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

- **Review**

The effectiveness of the support and interventions, and their impact on the pupil's progress will be reviewed in line with the agreed date. We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

We follow a graduated approach to responding to concerns around children's progress and special educational needs:

- **Monitoring** –Where a child's learning or behaviour is a cause for concern, teachers will share their concern with the SENDCo. 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. 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.

### **LINKS WITH EXTERNAL AGENCIES**

Beech Grove Primary School works with a wide range of external support services to meet the special educational needs of our pupils, including:



- Speech and language therapists
- Specialist teachers and support services
- Educational psychologists
- Occupational therapists
- Health professionals, including the School Nursing and Health Visiting Service and paediatricians
- Child and Adolescent Mental Health Services (CAMHS)
- Therapeutic support providers, including The Bungalow Partnership, Schools in Mind and Inside Out.
- Education welfare officers
- Children's Services

### **HIGH NEEDS RESOURCE BASES**

Beech Grove Primary School has two High Needs Resource Bases – which covers the age ranges from Reception up to Year 6 - for children who have a diagnosis of Autistic Spectrum Disorder (ASD) and associated communication difficulties. Admission to the bases is 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 eight children and is led by a specialist teacher supported by two 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 High Needs 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 INFORMATION REPORT**

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.

This policy will be reviewed annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.

**Updated February 2023**

**Next update: February 2024**

