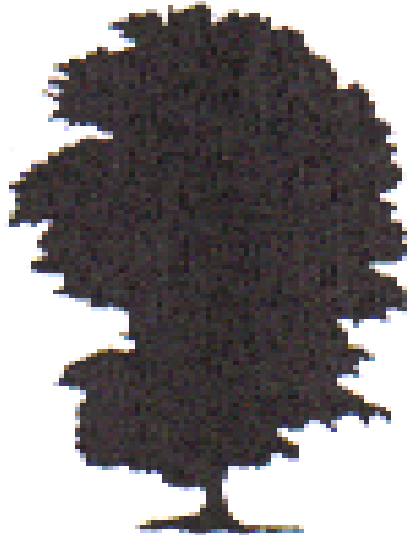


Beechwood Primary School
Special Educational Needs Inclusion Policy



Contact Details:

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Head teacher: Mrs G Snell

SENCO: Mrs C. Forshaw - Senior Leadership Team, National Award for
Special Educational Needs Coordination

SEND Governor: Mrs E. Davies

COMPLIANCE.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE, updated June 2018
- Schools SEND Information Report Regulations (2015)
- SEND Ofsted Inspection requirements and Schedule 1, Regs 51 SEND COP
- Children and Families Act (2014)
- Supporting pupils at school with medical conditions (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (2014)
- Keeping children safe in education (Sept 2024)
- Mental Health and Behaviour in Schools
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012, updated Dec 2021

This policy was written by the SENCO in conjunction with the SLT and Governing Body and is available to all parents on request.

1 Introduction

- This policy was written in line with the revised SEND Code of Practice 0-25 (2014)
- We provide a broad and balanced skills based curriculum for all children. Teachers set suitable learning challenges responding to diverse learning needs.
- Some children have barriers to learning that mean they have special needs and require particular action by the school.
- Teachers make provision, to support individuals or groups of children and enabling them to participate effectively in curriculum and assessment activities.
- Special educational needs may change during a child's time in school.
- Every teacher is a teacher of every child or young person including those with SEND.

2 Aims

The aims of this policy are:

- create an environment that meets the educational needs of each child.
- ensure children's educational needs are identified, assessed and provided for
- make clear the expectations of all partners in the process.
- identify the roles and responsibilities of staff in providing for children's needs.
- ensure that all pupils receive a high-quality education, built around an ambitious, well-designed and well-sequenced curriculum.
- to ensure the partnership of parents and the pupil voice in decision making.

3 Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice (2014)
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs and disabilities Co-ordinator (SENCO) who will work with the SEND Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils.

6. To promote good mental health and wellbeing amongst all CYP through whole school approaches and effective joint working.

4 Definition of Special Educational Needs

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

The Special Educational Needs Code of Practice identifies four areas of Special Educational Needs these are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties.
- Sensory and /or Physical. (This encompasses visual impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD) and Medical Conditions (MC).

It is recognised that many children with Special Educational Needs experience difficulties that cover more than one area.

5 Educational Inclusion

Beechwood Primary seeks to provide a high-quality academic education for all pupils according to their needs, and to develop attitudes of mutual respect and responsibility.

The Special Educational Needs Code of Practice sets out five key principles:

- A child with special educational needs (SEND) should have their needs met.
- The SEND of children will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

6 Equality

- Children can access a broad and balanced appropriate curriculum, which is tailored to support individual needs.
- We pay due regard to the SEND and Disability Act (2001) and the Equality Act (2010) ensuring that our curriculum is accessible to all.

7 The role of the Governing Body

- The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs.

- The governing body has identified a governor (Mrs E. Davies) to have specific oversight of the school's provision for pupils with special educational needs.

8 The role of the SENCO

- Management of the day-to-day operation of the policy
- co-ordinate provision for and manages our responses to children's special needs.
- supports and advises colleagues.
- Contributes to staff INSET.
- regularly update and maintains the school's record of children with SEND.
- links with parents, carers, other stakeholders, external and support agencies
- ensures appropriate resources and provision is made within the school's budget.
- monitor and evaluate SEND provision and reports to the governing body.
- ensures a smooth transition between key stages and settings.

9 Allocation of resources

- The Head Teacher in consultation with the SLT is responsible for the operational management of SEND provision.
- The Head Teacher informs the governing body of how the funding is used.
- SENCO regularly discusses resources with staff and funding is spent intelligently.

10 Identification, assessment and provision

To help and support children with SEND, Beechwood adopts a graduated response that recognises there is a continuum of special educational needs and brings in increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of the individual. The SENCO will have responsibility for ensuring that these records are kept up to date and available if needed. Pupils attending the SEMH Resource Base are identified by the Local Authority and are discussed in detail with the Headteacher and SENCO before a placement is offered. This ensures that all pupils are correctly placed in a setting which can meet their individual needs. Provision is made for children whose primary need is SEMH and who, with the correct targeted support, will be able to integrate back into mainstream education. Plans for these children will be written in line with the targets of their EHCP.

The school will use a range of assessments to track pupil progress over time. These will be based on individual programs of support and through the EYFS Profile., Pre-Key Stage Standards, Engagement Model, KS1 and KS2 Statutory Assessments, where appropriate.

10.1 School support

When a class teacher or SENCO identifies a child with special educational needs the class teacher will provide interventions that are additional to those provided as part of the school's differentiated curriculum. This is called school-based support. This will be for children who despite receiving differentiated learning:

- Make little or no measurable steps of progress over a term despite targeted teaching.
- Show signs of difficulty in developing literacy or numeracy skills.
- Present emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed by the school.
- Have sensory or physical problems and continues to make no progress despite the provision of specialist equipment.
- Have communication and/ or social interaction difficulties and make little progress despite provision of a differentiated curriculum.

The SENCO and the class teacher will decide the action needed to help the child to make progress in the light of earlier assessment. This may include:

- Differentiated learning materials or special equipment.
- Extra adult time to devise the nature of planned intervention and to monitor its effectiveness.
- Group work and some 1:1 support.
- If pupils continue to make limited progress staff may ask parents for permission to access outside agencies for specialist support and advice. (Enhanced School Support)

10.2 School Support Plans

Strategies employed to enable the child to progress will be recorded within a School Support Plan (SSP). Some children may also benefit from a Group Plan.

The SSP will include:

- The targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- Outcomes to be recorded.
- Pupil view
- Parent view

The SSP or Group Plan will record which is additional to, or different from the differentiated curriculum and will focus on no more than three targets that match the individual or groups' needs. The SSP will be continuously reviewed by the class teacher and formally reviewed each term using the Assess, Plan, Do, review cycle. The views of the parent and child will be sought when setting new targets. It is the responsibility of the class teacher to ensure SSP are shared with parents, reviewed regularly, and uploaded onto CPOMS.

10.3 Enhanced School Support

The triggers for further support will be that despite receiving support under School based support the child:

- Continues to make very little progress over a sustained period.
- Continues to work at levels well below expected for children of same age.
- Has emotional and behavioural difficulties which substantially and persistently interfere with the child's own learning or that of a class group.
- Has an on-going communication or social interaction difficulty that impedes the development of social relationships and causes barriers to learning.

Outside agency involvement will be noted on the child's School Support Plan and class teachers will clearly link the children's targets to any outside agency reports.

10.4 Discretionary Top up Funding

School can apply for additional short-term funding from the LA for pupils who:

- Are at serious risk of exclusion.
- Have experienced a critical incident which is preventing them from accessing education.
- Need support during transition of excluded pupils from 1 setting to another.
- Have moved into Halton from another LA and are identified as SEND but with no EHCP.

It is the responsibility of the LA School Based Panel to make the decision over funding. The panel must report its decision and outcomes within 5 days of the meeting.

10.5 Education, Health and Care Plans

'An education, health and care (EHC) plan is for **children and young people aged up to 25 who need more support than is available through special educational needs support**. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

School or Parents may request an application for an EHCP from the Local Authority. The LA will gather information about the child from all agencies involved before making their decision. For more information about the application process for an EHCP please visit: www.haltonchildrenstrust.co.uk

10.6 In summary:

The graduated approach:

Differentiation

- Quality First Teaching requires the class teacher to differentiate the work for all the pupils in the classroom.

Monitoring

- The class teacher identifies a child to the SENCO. The child is monitored by the teacher and SENCO. Progress is monitored carefully.

School Support

- This supports pupils who require support which is additional to and different from the above. A School Support Plan is written to include both child and parental views.

External Services

- External services are accessed to provide additional support, advice and expertise. Outside agencies may assess/observe the child within the school setting/agreed setting with parents or a child's needs may be discussed in a consultation meeting between several professionals. Targets given from external agencies will be clearly identified on the School Support Plan or in the case of a full plan being received will be annotated alongside the School Support Plan.

Statutory Assessment

- The pupil continues to receive support at School Support, but an application is being made to the SEND Panel to consider Statutory Assessment for an EHCP.

Education, Health and Care plan

- The pupil has a plan detailing the pupil's needs and the provision to be put in place to meet those needs from all agencies.

12 Children in Care

- We work within the legal requirements for CIC (Safeguarding Policy, Children and Families Act 2014)
- Mrs Forshaw is the designated teacher for CIC and attends regular training.
- A child's need will be known to the SENCO, the designated teacher and their carer and social worker.
- A PEP will be in place within 20 days of a looked after child entering our school. The PEP will be an integral part of the care plan and reflect any existing educational plans (e.g., SSP or EHCP). The PEP will detail individual need and the support already provided. Action will be taken according to the revised Code of Practice (2014) and within the timescales provided.
- Information regarding a looked after child will be shared promptly to enable quality day-to-day support. This will include information on attendance, admission arrangements, special educational needs, test scores and other measures of educational progress and need.

13 Partnership with parents

- **We encourage an active partnership through an ongoing dialogue with parents.**
- **Parents are invited to share their child's learning through the use of SEESAW.**
- **School operates an open-door policy.**
- **We involve parents in all decision making.**
- **Support Plans are shared with parents, and they are invited to discuss their child's plan and new targets on a termly basis, earlier if needed.**
- **If parents have any concerns, complaints or queries that cannot be answered by school or would like to seek further support then they can visit the Local Authority website www.haltonchildrenstrust.co.uk**
- **Parents can visit the school SEND information on our website www.beechwoodschoolruncorn.co.uk**
- **Policies are available to parents on the school website and by request.**

14 Supporting pupils at school with medical conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

- Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Please see the school's policy for supporting pupils with medical conditions.

15 Bullying

- Bullying is regarded as unacceptable in our school.
- The school records all incidents, and these are detailed on CPOMS.
- The school aims to provide a safe and secure learning environment where all can learn without anxiety.
- The governing body responds within 10 days to any request from a parent to investigate allegations of bullying.
- Please refer to Anti- Bullying policy available on request or from school's website.

16 Data Protection

- Data regarding SEND pupils is stored securely.
- Staff adhere to the School's Confidentiality Policy.
- Staff adhere to GDPR.

17 Complaints

- If parents are unhappy with any aspect of provision they should, in the first instance, discuss the problem with the class teacher. If the parent is not satisfied or the situation does not improve then they should arrange an appointment with the SENDCO. As part of the Senior Leadership Team, the SENDCO has full authority and experience to determine the most appropriate special education provision for all children in the school and responsibility to ensure that it is being delivered effectively. If parents are of the view that the matter has still not been addressed satisfactorily then they should refer to the school's Complaints Policy. School will always signpost parents to SENDIASS, where impartial support and advice can be given.

This policy is reviewed by the governing body on an annual basis.

Signed: C. Forshaw

Date: September 2024

Date for Review: September 2025

APPENDIX ONE

School based stages of assessment and provision

- Concerns over children's progress at any time raised with the SENCO/HT
- Teachers ongoing assessment for learning often triggers concern.
- The school's formal assessment cycle identifies or confirms concerns.
- **Initially** children's needs are met through **School Support Plans**
- If appropriate progress is still not made advice and expertise of outside professionals is sought.
- Under exceptional circumstances (See Discretionary top up funding paragraph **10.4**) school may apply for additional funding from the LA.
- If a pupil has high incidence disability and SEND then an Education, Health and Care Plan may be applied for.
- Parents are consulted each step of the way.

Strategies for meeting learning needs

- Quality First Teaching
- Differentiated work.
- Booster work delivered by CT or TA.
- Maths Intervention

- Writing/Handwriting Intervention
- Reading/Phonics Intervention
- Talking Partners
- Wellcomm
- In class support
- Small group work for multisensory approach to skills teaching (Working memory/Auditory skills/Social skills)
- 1:1 tuition – tailored intervention
- Speech & Language Therapy

Human Resources

- Teaching assistants
- SENCO
- Links with:
 - Speech & Language Therapists
 - Occupational Therapists
 - Learning Support Service
 - Hearing Impaired Service
 - Visually Impaired Service
 - Educational Psychological service
 - School Health
 - CYPMHS
 - EWO
 - Behaviour Support Service
 - Specialist teacher Advisory Service
 - Social Services / Child Protection

Reviews

- Formal reviews take place three times a year, however review is ongoing.
- Children's progress is formally discussed with the Headteacher each half term.
- Children's progress is monitored by the SENCO.
- Children with an EHCP will have an annual review in addition to the above. This review can be brought forward if necessary.