



SEND Policy

Reviewed and Updated: March 2021

The policy for children with a Special Educational Need or Disability (SEND) takes account of the Children and Families Act 2014 and the Code of Practice (CoP) updated in 2015, the Equality Act 2010, the policy of Central Bedfordshire Council and the overall aims of the school.

Rationale

Beaudesert Lower School is committed to providing an inclusive, broad, and balanced curriculum for all children; that builds upon and celebrates each child's skills, talents, and abilities. We have high expectations of every child and strive to help them achieve their full potential through the removal of barriers to learning and participation. We want all our children to feel a valued member of our school community. The achievement, well-being, and inclusion of every child, regardless of need, is the responsibility of everyone who works at Beaudesert Lower School.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational, cultural, religious, and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate, and communicate information at different rates
- Need a range of different teaching approaches and experiences

Aims

The aims of this policy are

- To create an inclusive environment which meets the additional needs of children;
- To ensure that the special educational needs of children are identified, assessed, provided for and reviewed to enable optimum progress;
- To identify the roles and responsibilities of staff and monitor their training to develop support and provision for identified additional needs;
- To provide for the individual needs of all children with SEND through resources, intervention programmes and strategies, so that all children have full access to all elements of the school curriculum and the wider life of the school to maximise their potential;



- To ensure that parents, carers and especially the pupils are enabled to work in partnership with the school to support learning.

Definition of Special Educational Needs

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of the children of the same age; or
- Have a physical or mental impairment which prevents or hinders them from making use of the educational facilities which are usually provided for children of the same age in schools
- Meet the criteria as detailed in Central Bedfordshire's 'Graduated Response' to identify children requiring additional support due to a Special Educational Need or Disability.

Children may have a range of difficulties and their needs may fall into more than one of the following four broad areas of need as identified in the Code of Practice:

Communication and Interaction; Cognition and Learning; Social Emotional and Mental Health; Sensory and Physical Needs.

Roles and Responsibilities

Mrs Vanessa Pearce, the Head Teacher oversees the management of the policy.

Mrs Shelley Comerford, is the school SENDCo

The SEND Governor is Mrs Hannah Tearle

The Head Teacher and the SENDCo at Beaudesert Lower School have responsibility for the day to day operation of the SEND policy. This includes:

- Being actively involved in the strategic development of the policy and provision
- Meeting with the SEND governor and reporting to the Governing Body
- Coordinating, monitoring and evaluating the special needs provision; maintaining the Provision Map of intervention and support provided through the school.
- Supporting, advising, and liaising with colleagues
- Acting as a link with parents, pupils, external agencies and the school
- Overseeing the records of all children with Special Educational Needs; ensuring that Individual Plans, SEND Support Plans and other



documentation are maintained and available.

- Managing a range of human and material resources within the school SEN notional budget to enable appropriate provision for all children with special educational needs.
- Attending additional training and advising staff on all matters relating to the Code of Practice
- Accessing advisory services
- Identifying training needs to improve staff development and extend the quality of the school's support for children with SEND
- Liaising with the next setting for any pupil leaving the school with identified SEND to ensure that the school meets its responsibilities under the Equality Act 2010 for reasonable adjustments and arrangements.

The class teacher is responsible for:

- The progress and development of all pupils including those with SEND
- Ensuring support plans and external advice are implemented in the classroom and staff deployed effectively
- Liaising with parents and the SENDCo
- Supporting the SENDCo with the writing and reviewing of targets and plans, as well as contributions to referral forms for outside agencies.

Support Staff, including Pastoral Support Manager and Midday Supervisors

- Ensuring that day to day provision is in place for children needing support through the use of the information on Pupil Profiles and SEND Support Plans.
- Implementing advice, strategies, and programmes
- Keeping records eg observation notes, progress notes
- Communicating concerns and successes with class teacher and SENDCo

SEND Governor

- Help raise awareness of SEND issues at Governing bodies
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body regularly.
- Work with the SENDCo and Head Teacher to determine the strategic development of the SEND policy and provision in the school
- Work with the Governing body to produce an annual report of the number of pupils with SEND and the school's effectiveness in the implementation of the SEND policy



Admission arrangements

The school adheres to the admissions policy of the Local Authority and therefore has no special provision under admission arrangements for limiting or promoting access for pupils with SEND who are without statements. It does endeavour to provide appropriate support for pupils with a range of SEND.

Access for people with physical disabilities

The school has adapted access for people with disabilities. The needs of pupils will be considered to ensure full access to the curriculum and reasonable adjustments will be made to the premises and resources, as are practical within the school budget allocation. Alternatively, additional funding will be requested. Please see the Accessibility Plan on the school website for further information.

SEND budget

The annual budget is called the Notional SEND budget. It is allocated by the LA. In line with the aims of this policy the following applies for the in-school allocation of funds:

- The majority of the allocation is used for Teaching Assistant hours of work and training.
- Specific resources which are agreed annually
- Adherence to providing support of up to 12 hours of Teaching Assistant time/£6000 for children with SEND
- Other funds are sought as appropriate e.g., Exceptional Needs funding, Inclusion Grant funding, Education Health and Care Plan funding, Access and Initiative funding
- The governors and Senior Leadership Team adopt practices to ensure best value

Process for Identification, Assessment, Record keeping and Review

Teachers meet with the SENDCo formally on a termly basis to review children on, or a concern for the SEND register. Teachers also have access to the SENDCo's advice on a daily and informal basis should the need arise.



Initial Cause for Concern

Early identification is vital, and the school uses an additional step to identify children with a potential additional need. The class teacher makes an initial identification, underpinned by evidence, and shares their concerns with the SENDCo to enlist active support and participation. The shared concern is recorded using the initial Cause for Concern proforma and shared with parents and children. This is a school level of concern only and children are not part of the SEND register. It highlights our commitment to early identification and the benefits of early intervention.

SEND SUPPORT – Stage 1

Following a period of monitoring and evidence collection, a collaborative decision made with all involved may be made to place a child at Stage 1 Support in order to provide additional opportunities and targets to support a child at school and at home. A child is then placed on the school SEND register. Triggers for such intervention will include staff and parental concerns for a child, who, despite receiving differentiated learning opportunities within Wave 1 (differentiated quality first teaching by the class teacher) or following a period of additional support through a Cause for Concern, does not make adequate progress. This will be measured by:

- Previous schools or settings reports when the child is relatively new to the school
- Half termly progress monitoring against age related expectations by class teacher and SENDCo
- Teacher assessments
- Teacher, support staff and SENDCo observations

The class teacher with the advice and support of the SENDCo will develop a Pupil Profile, outlining specific, measurable, and achievable targets and highlight additional support strategies which can be used to meet them. This will be shared with the parent and child to gain their views. The child's progress will be carefully monitored by the class teacher and SENDCo and the Pupil Profile will be reviewed informally each half term by the class-based staff, and termly by the class teacher and parent. The profile and the ongoing placement of the child at Stage 1 SEND will be reviewed by the SENDCo at the termly class SEND meeting. At this meeting, the child may remain at Stage 1, be removed from the SEND register, or need further support and move to SEND Support at Stage 2.

SEND Support – Stage 2

Some children do not make the progress expected following intervention at Stage 1 level which may highlight a greater need for additional support including, but not



restricted to, advice from external agencies. It is at this stage that a decision would be made with parents to move the child to the next stage of Stage 2 Support. Information, advice, and additional strategies are shared with parents/carers, class-based staff and external support agencies and adopted into the child's new Send Support Plan (SSP). This document provides a holistic view of the child's needs and strengths as well as what is important to them and their hopes for the future. The child at this stage will have access to group based as well as some individual support to personalise provision.

Education Health and Care Plan (EHCP)

If a child is not able to make progress due to identified barriers to learning, provision at Stage 2 not having the desired outcome and impact and two cycles of assess/plan/do/review; then the school will consider a request for an EHCP Needs Assessment to the Local Authority in conjunction with parents/ carers and with reference to Local Authority guidance. If successful this will enable the child to have access to child specific funding to support and ensure progress in a more personalised manner and often, but not exclusively, on a 1:1 basis. The school will need to provide the Local Authority with evidence about the child's progress over time and other documentation in relation to the child's special educational needs. This will include:

- The impact of the school's action through previous Stage 1 and 2 of SEND Support
- Pupil Profiles and Send Support Plans (SSP)
- Records of regular reviews and outcomes
- School assessment levels – assessed at Pre-Key Stage Standards where necessary
- Attainment in English and Mathematics, including a standardised reading and spelling age
- Concerns judged against the criteria in all four areas of Central Bedfordshire's Graduated Response to SEND
- Educational and Health assessments from outside agencies
- Views of parents/carers
- Views of the child
- Involvement of other professionals including pastoral manager.

All current EHC plans will be monitored and reviewed annually, following new Code of Practice Guidelines. The Parents/Carers, pupil, Local Authority, school and other professionals will be invited to review the EHC Plan and consider any amendments which need to be made.

All children who have a recognised additional need that meet the County's guidance are recorded on the school's SEND register and this information is used to report to County as part of the termly school census.



Access to the curriculum, additional provision and extra-curricular activities

To accommodate pupils designated as having special educational needs or with a disability, the school provides:

- Wave 1 fully differentiated quality first teaching
- Supported group work within the class setting
- Wave 2 group teaching programmes with a teacher or teaching assistant
- Wave 3 individual teaching programmes with a teacher or teaching assistant
- Access to the 'narrowing the gap' or pastoral manager's support timetable for specific areas of need

The school promotes the emphasis of the updated Code of Practice 2015 for all children to be taught by a qualified teacher through Wave 1 quality first teaching. This involves personalising and differentiating lessons to allow all children to access the learning together. Some children will have been identified as having additional needs requiring different resources, levels of support for accessing learning or recording as well as specific strategies for diagnosed conditions. The school provides teaching assistants to support Wave 1 whole class teaching and differentiation.

In addition, some children may have identified gaps in their learning so then have access to specific targeted and timed interventions to narrow the attainment gaps. The school uses a range of recognised and successful interventions which are part of the whole school provision map for all areas of SEND. This is either as a group (Wave 2) or on an individual basis (Wave 3).

All extra-curricular activities and school trips, including residential, are available to all our pupils. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Reasonable adjustments are made, as are practical within the school budget allocation to support inclusion.

Evaluating Success

The school evaluates progress, which is reported to governors and parents/carers, through:

- Class progress meetings
- SEND records, Pupil Profiles and SSPs
- Monitoring the effectiveness of provision's/intervention's impact on progress
- Other value-added information eg behaviour records, pastoral support plans
- Governor Reports



Parents/Carers

Parents/carers are viewed as partners in their child's education and are kept fully informed about this. The process for contact with parents/carers in respect of pupils who have SEND is:

- Sharing progress towards the outcomes agreed on the child's support plan or profile, advice from external agencies and takes account of parental wishes, feelings, and knowledge of the child in the home setting.
- Enabling parents' access to outside support groups and agencies through referrals or promoting support groups' literature
- Providing time for parents to make appointments with the school SENDCo as well as an open-door approach by the availability of informal drop-ins at the beginning and end of the school day.
- Liaising with parents with concerns about transitions to the school from previous settings or to future schools, especially the additional transition needs of vulnerable children to Middle School.

Queries and Complaints

Parents/carers are partners with the school and are welcome to query decisions made by the school through the normal procedures described in the prospectus. If parents/carers still do not agree with the school and/or the Local Authority, they have the right of appeal to the Local Authority's SEND Tribunal.

Parents are able to seek advice from the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). The school positively promotes the working with this partnership when children are placed at Stage 2 or above in particular, as they are a valuable independent third party in the additional meetings parents need to attend and the additional paperwork and reports that are involved when supporting a child at that level of need.

In-service training

In service training is available in respect of SEND for whole school or individual members of staff. The provision of training will be allocated in accordance with the School Development Plan and the needs of the current and predicted admission of children. The school makes use of online courses as well the courses provided through external agencies and the learning community.



External Agencies, Facilities and Support Services

The school works closely with other agencies, in particular but not exclusively:

Psychology and Advisory Support Team

SEND Support team

Inclusion Support Team(Jigsaw)

Child Development Centre (Edwin Lobo Centre)

Speech and Language Therapists

0-19 team (school nurse)

CAMHS (Child and Adolescent Mental Health Service)

CHUMS (counselling service)

Links with other schools

The school works closely with other schools in the Learning Community and other areas, supporting children in transition to and from other schools and the sharing of information.

In addition, the SENDCo attends the termly SENDCo Liaison meetings with all schools in the LC2 community to share best practice and remain up to date with support information.

Links with other policies and documents

SEN Information Report

School Accessibility Plan

Behaviour Policy

Safeguarding Policy

EqualityPolicy

Policy for Pupils with Medical Conditions

Policy reviewed March 2021 by Vanessa Pearce Head Teacher; Sue Fitzpatrick Deputy Head Teacher, Lorna Turney, Business Manager

Policy approved by Full Governing Body date: March 2021