



Beaconhill Community Primary School

Special Educational Needs and Disabilities Policy



School Vision: Where Children Matter

In order that pupils achieve their full potential, we provide a broad, rich and enjoyable curriculum tailored to meet individual needs. All pupils are given the opportunities and support to reach their goals.

Please refer to the school aims for further information.

Introduction

Our school promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with special Educational Needs (e.g. *communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs*). We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2001: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The main changes from the SEN Code of Practice (2001) are as follows:

- ✓ Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEN
- ✓ Focuses on the participation of parents, children and young people (CYP) in decision making
- ✓ Focuses on high aspirations and improving outcomes for children
- ✓ Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- ✓ Gives guidance on publishing Local Offer for support

- ✓ Gives guidance for education on a graduated approach to identifying and supporting CYP with single Special Educational Needs (SEN) Support - replacing School Action and School Action Plus
- ✓ For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- ✓ There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood

Definition of 'SEND'

The Special Education and Disability Code of Practice: 0-25 years (January 2015) states:

Xiii 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.

Xiv 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*

The definition of disability in the Equality Act (2010) states children with '*...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities*'. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Broad Areas of Need (See Appendix 1)

There are four broad areas of need:

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

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEN are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

- All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.

When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child's well being and development. Our Local Offer provides further information about the agencies we work with.

Identification of 'SEN'

A key principle under the Code is that there should be no delay in making any necessary SEN provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that:

"Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life".

If, during a child's time at our school, teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school the child (if appropriate) and the child's parents, a child may be identified as having SEN and appropriate provision will be made.

Many children may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENCo or the Head teacher. Formal complaints will be dealt with through the school's complaints policy.

SEND Support

Where a child is identified as having SEND we work in partnership with parents to establish the support the child needs.

Inclusion wheels are completed in Early Years in consultation with the child's parents or carers. Interventions and 1:1 or small group support are put in place throughout the school, as deemed necessary. We have a very experienced team of teaching assistants who liaise with each other on how to best meet the needs of individual children. Children's progress is discussed formally at parent's evenings in October and February and/or during SEND parent consultations 3 times per year.

When we feel that we need external advice and support for certain children a referral is made to Support Services who are teams of experts in the following areas:

- Psychological services;

- Communication services (Speech, language and communication, Literacy and EAL);
- Behaviour services;
- Autism support.

Class teachers and the SENCo are available for further discussion by appointment through the school office.

We adopt a graduated approach with four stages of action: assess, plan, do and review (APDR) this means:

Our school's graduated approach to SEND

Level 1: Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracking and reviewed. Staff may complete an initial concerns form at this point and share with parents/carers. This will be reviewed and a decision made as to whether a young person needs to move onto the next level of support.

Level 2: Additional School Intervention

Continued or increase concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENCo and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage advice from other agencies may be sought. Pupils receiving this level of support will have their own pupil profile and support passport.

Level 3: High Need

Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. Advice from external agencies may be sought at this point. The SENCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. A full support plan will be put into place during this stage.

If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request a COSA (Consideration of Statutory Assessment) which is the first step towards applying for an Education and Health Care Plan.

Transition

Children might arrive at our school with identified SEND, in which case the SENCo will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

Pupils with SEND leaving to transfer to another school will be subject to a careful programme of support. All relevant documents will be sent to the new school within 14 days of leaving our school. Transition to Cramlington Learning Village is very well managed, with additional visits for vulnerable pupils (including SEND), and liaison meetings between the SENCos of the two schools.

Home School Partnership/ the views of parents

- At our school we recognise that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEND procedure.
- All parents and /or carers are invited to meet with their child's class teachers in Autumn, Spring and Summer term.
- Parents of children identified as having SEND are also invited to further meetings to discuss their child's progress. Other involved professionals, such as The Educational Psychologist, may also attend these meetings. Parents of children with an EHCP also attend review meetings once per year to discuss progress and future targets.
- Parents are also invited to a parent induction meeting with their child's class teacher in September. Support for children with additional needs and possible interventions are discussed at these meetings. The ELSA also makes herself available to introduce herself to parents/carers and to outline her role in school.
- Regular surveys help us to evaluate the quality of provision.

Pupil Views

- Children's views matter to us. All pupils contribute to their support plans or passports.
- All children are aware of their termly targets and are encouraged to self-review against these.
- For their annual review children with EHCPs are asked more formally about their views, their learning, their targets and the support and interventions that they are given.

Staff Development

The school is committed to providing INSET and staff development and SEND is a regular part of this. We monitor, review and develop all teachers and support staff understanding of strategies to identify and support pupils with 'SEND'.

Conclusion

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

Complaints or concerns

Any concerns around SEND provision will be dealt with through the school complaints policy and procedure. This is available on the school website. In the first instance, parents should speak to the SENCo or Headteacher.

The School SEND Information Report

This is published annually and details the provision the school offers for pupils with SEND. It can be accessed on the home page of the school website;

<http://www.beaconhill.northumberland.sch.uk/>

The Local Authority Offer

This part of the Local Authority directory provides information about the many different kinds of support which are on offer in Northumberland for children with special educational needs or a disability

The Local Offer is published as part of the SEND reforms under the Children and Families Act (2014). The purpose of the Local Offer is to "offer" information in a single place, which can help you find and understand what services you and your family can expect from a range of local agencies including statutory entitlement.

The aim of The Local Offer is to support children and young people with SEN and disabilities to feel included within their communities and to be independent. It can help them to make choices and decisions that may have a positive impact on their lives now and into the future. It can be accessed via the following website;

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

Related policies

This policy should be read in conjunction with other school policies particularly:

- Admission Policy
- Behaviour for Learning Policy
- Health and Safety Policy
- Looked After Children Policy
- Complaints Policy

Date Completed: July 2015

Reviewed January 2019

Signed:

Appendix 1 Broad areas of need From Code of Practice (0-25) 2014

Communication and interaction

- . 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- . 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- 6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- . 6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- . 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

- . 6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment

(VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

- . 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.