

Beechwood Primary School  
Special Educational Needs and Inclusion Policy



Contact Details:

Beechwood Primary School  
Grasmere Drive  
Beechwood  
Runcorn  
Cheshire  
WA72TT

Head teacher: Mrs SNJ Kidd

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

SEN Governor: Mrs K Bignall

## **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Keeping children safe in education Sept 2016
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

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 SEN

### **2 Aims**

2.1 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
- enable all children have full access to the full school 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 Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

#### **4 Definition of Special Educational Needs**

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 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 SEN definition.

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

- Communication and interaction
- Cognition and learning
- Emotional, social and behavioural development
- 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 (SEN) should have their needs met.
- The SEN 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 SEN 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
- We pay due regard to the SEN 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 K Bignall) 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 SEN;
- 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 SEN provision and reports to the governing body;
- ensures a smooth transition between key stages

## 9 Allocation of resources

- The SENCO is responsible for the operational management of SEN provision
- The Head Teacher informs the governing body of how the funding is used
- SENco regularly discusses resources with staff and spends intelligently.

## 10 Identification, assessment and provision

In order to help children with SEN, Beechwood adopts a graduated response that recognises there is a continuum of special educational needs and beings 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.

### 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 provide 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 sub-level 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 a 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.
- Access to outside agencies for specialist support and advice.

## **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

The SSP or Group Plan will record that 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. The views of the parent and child will be sought when setting new targets.

## **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 behavioral 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.

## **10.4 Enhanced Provision**

Where a request for enhanced provision is made by the school to the LA, the child will have demonstrated significant cause for concern. The LA will need information about the child and their progress over time, and will also need documentation in relation to the child's special educational needs and any action taken by the school to deal with those needs, including any resources or special arrangements in place. This may include:

SSP'S, regular reviews and outcomes, pupil's medical needs, educational assessments, parental views, other agency involvement, any interventions the child has had.

The LA may decide that the child will receive Enhanced Provision, the child will then receive additional resources from the LA in order to meet the child's individual needs.

This enhanced provision will be reviewed annually with parents, pupil, LA, the school and professionals invited to consider whether any amendments need to be made.

### 10.5 Education, Health and Care Plans

Where a pupil has a high incidence disability which affects their ability to learn they may be eligible for an EHCP. 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](http://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 used.

##### *Enhanced School Support*

- External services advise and inform Enhanced School Support Plan. Outside agencies will assess/observe the child.

##### *Statutory Assessment*

- The pupil continues to receive support at Enhanced School Support but an application is being made to the SEN Panel to consider Statutory Assessment.

##### *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 (eg SSP or statement). 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.
- School operates an open door policy.
- We involve parents in all decision making
- Parents are invited in to review their child's plan and to set new targets.
- 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](http://www.haltonchildrenstrust.co.uk)
- Parents can visit the school SEN information on our website [www.beechwoodschoolruncorn.co.uk](http://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 (SEN) and may have a statement, or 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 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 schools website.

### **16 Data Protection**

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

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

Signed: \_\_\_\_\_

Date: \_\_\_\_\_ October 2017 \_\_\_\_\_

Date for Review: \_\_\_\_\_ October 2018 \_\_\_\_\_

## 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 the child will be moved to an **Enhanced School Support Plan** where advice and expertise of outside professionals is sought.
- If progress is still a cause for concern the school will apply for enhanced provision from the LA
- If a pupil has high incidence disability and SEN then an Education, Health and Care Plan may be applied for.
- Parents are consulted each step of the way

### Strategies for meeting learning needs

- Booster work
- Maths Intervention
- Writing Intervention
- Reading Intervention
- Phonics
- Talking Partners
- In class support
- Withdrawal groups for multisensory approach to skills teaching
- 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
  - CAHMS
  - Barnardos
  - EWO
  - 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.
- The Educational Psychologist reviews priorities at least twice a year
- Children with enhanced provision are reviewed at least once per year

- Children with an EHCP will have an annual review in addition to the above. This review can be brought forward if necessary