



**Beehive Lane Primary School**  
**Special Educational Needs and Disability (SEND) Policy**

**SENCO**

Mrs Helen Coote

National Award for SEN Co-ordination

**Senior Leader responsible for Special Educational Needs**

Mr Paul Sully

Headteacher

***'Releasing the potential within all'***

We are a popular, successful small community school with a capacity of 30 pupils per school year group from Reception class to year 6.

Our inclusive ethos means that we are committed to ensuring that all pupils be given the opportunity to achieve their potential. We strive to provide the best possible education for pupils so they can go on to make a positive contribution to society.

Every teacher in our school is a teacher of every child including those with SEND.

## **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 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 (June 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Data Protection Policy
- Admissions Policy
- Bullying and Harassment Policy
- Safeguarding Policy
- Accessibility Plan
- Data Protection Act 1988
- Teacher's Standards 2012
- This policy was created by the school's SENCO in liaison with the governing body, senior leadership team, staff and parents of pupils with SEND.

## **Section 1: Aims**

- Develop in pupils the motivation, independence and resilience they need to be successful on their learning journey.
- Raise the aspirations of and expectations for all pupils with SEND.
- To focus clearly on long term outcomes for pupils with SEND.
- Provide pupils with a broad and balanced curriculum, in line with the National Curriculum.
- Promote equality, inclusion and consideration for others.
- Provide a welcoming, supportive environment for pupils with SEND and their families.

## **Section 2: Objectives**

- To identify the needs of pupils with SEND as early as possible.
- To ensure pupils get the support they need to meet their special educational needs.
- Provide a person centred approach to the management and provision of support for special educational needs.
- To monitor the effectiveness of SEND provision.
- To work within the guidance provide in the SEND Code of Practice, 2014
- To provide support and advice for all staff working with special educational needs pupils

## Section 3- Identifying 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 him or her.

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

*Special Educational Needs Code of Practice, September 2014.*

Cause for concern could be:

- Progress is significantly slower than that of their peers starting from the same baseline.
- Progress fails to match or better the child's previous rate of progress
- The attainment gap between the child and their peers does not close or widens.

The Special Educational Needs Code of Practice 2014 identifies four main areas of need-

### **1. Communication and interaction.**

This includes pupils with speech and language difficulties and pupils with an autistic spectrum disorder (ASD).

### **2. Cognition and learning.**

This includes pupils who learn at a slower pace than other pupils despite appropriate differentiation. Pupils could have a moderate learning difficulty (MLD), severe learning difficulty (SLD), profound or multiple learning difficulty (PMLD) or a specific learning difficulty (SPLD) for example dyslexia, dyscalculia or dyspraxia.

### **3. Social, emotional and mental health disorders.**

Social and emotional difficulties manifest themselves in many different ways, including withdrawn, isolated behaviour or challenging and disruptive behaviour. These behaviours may be caused by an underlying mental health difficulty.

### **4. Sensory or physical impairment**

Some pupils have a disability which means that they need special educational provision in order to access educational facilities in the same way as other pupils.

At Beehive Lane we recognise that pupils often have needs in more than one area of need. The purpose of identification therefore is to assess pupil's needs and not to fit them into a category.

Identification of a special educational need is achieved most effectively by gathering information from a variety of sources including the pupil, their parents, school staff, education, health and care agencies

## **Section 4: A graduated approach: 'Every Teacher is a Teacher of SEN'.**

### **Class Concerns**

- The progress and development of pupils is monitored by class teachers and the senior leadership team on a regular basis. Through such monitoring and assessments school staff are able identify pupils making less than expected progress given their age or who are not developing in line with normal child development. These pupils will be placed on a class list named- Class Concerns.
- Pupils on the Class Concern list will be closely monitored by staff in order to gauge their level of learning and possible barriers to learning. It may be that these pupils will be identified as having a special educational need but at Beehive Lane we recognise that other factors may impact on progress and learning such as: attendance, health and welfare, bereavement or having English as an additional language.
- Following guidance in the Essex Provision Guidance Toolkit, the class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression.
- The class teacher may wish to put in place some additional intervention at this stage to support the pupil in narrowing the gap between them and their peers.
- The SENCo will be informed of and will keep a record of all pupils on the Class Concerns list. They will be consulted if needed for support and advice and may wish to observe the pupil in class.
- If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
- If, despite the support offered at this stage the pupil fails to narrow the attainment gap or continues to make less than expected progress, it may be that they have a special educational need.

### **SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

## **Assess**

There are a number of ways in which we assess the needs of pupils with special educational needs.

- Discussion with the pupil and their parents.
- Observation in class or in the playground.
- School data- comparison with other pupils in school, locally and nationally.
- Assessments from external agencies such as the speech and language therapist, educational psychologists, paediatrician etc.
- Liaison with previous schools or pre-schools.
- Assessment tools such as Renfrew speech and language assessment, PERA phonics assessment.
- Learning charts will be used in the classroom for the pupils to monitor their own progress towards individual targets.

These assessments will be ongoing and will continually inform the planning of provision.

## **Plan**

At Beehive Lane we adhere to the Essex Local Authority's one planning environment.

### **One Planning**

- When it is decided to provide a pupil with SEN support, parents will be invited to a one planning meeting at school. This meeting will involve the pupil, their parents, class staff and the SENCO.
- At all times, the wishes and aspirations of the pupil and their parents will be central to the planning process.
- All participants will give their views on what is working well and also barriers to achievement and progress.
- Outcomes for the pupil will be identified. An action plan for how these outcomes can be achieved will then be put in place including identifying the provision and any additional interventions needed.
- Following the one planning meeting, all participants will receive a copy of the action plan.
- Any individual targets for the pupil will be recorded on a learning chart to be used in the classroom.
- Following the initial meeting, a one planning meeting will be held at least once each term. The time between meetings may vary according to the needs of the pupil.

## Do

- Class teachers will ensure that the action plan is put into practice. This includes classroom strategies to remove barriers to learning and additional interventions.
- LSAs or the SENCO will deliver additional intervention often away from the classroom. These interventions will not take place during literacy or maths sessions or during other lessons /activities that the pupil particularly enjoys.
- All additional interventions will be time limited.
- The class teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where additional interventions may involve group or 1:1 teaching away from the mainstream class.
- Class teachers will work closely with teaching assistants, relevant specialist staff and the SENCO to plan and assess the impact of support and interventions and links with classroom teaching.
- Parents will be kept informed as to how they can support their child's learning at home.

## Review

- Class teachers, together with the senior management team, will continue to monitor the progress and development of pupils on a regular basis.
- Reviewing and revising support and additional interventions in light of pupil progress and development forms part of the one planning meeting. Any necessary amendments will be made by the SENCO, in consultation with pupils, parents and teachers.

## Referral for an Education, Health and Care Plan:

If a pupil has lifelong or significant difficulties and requires support that we are unable to provide on our own they may need an Education and Health Care Plan (EHC plan). This can be requested by the school, health professionals, the pupil or their parents. Usually the decision to apply for an Education and Health Care plan would be made at a one planning meeting.

*EHC plans will replace Statements of SEN. From September 2014, no more statutory assessments for a statement of SEN will be started. Instead, there will be an Education Health and Care needs assessment. All current statements of SEN will be converted to EHC plans over the next few years, at a time appropriate for the individual child or young person and their school. EHC plans are an improvement on Statements of SEN as they are more focused on the child, young person and family and enable greater coordination between those working with them.*

2014 SEND Pathway Newsletter, Essex

**More information about Education and Healthcare plans can be found at**  
[www.essexlocaloffer.org.uk/](http://www.essexlocaloffer.org.uk/)

## **Section 5: Managing Pupils Needs on the SEN register**

### **One Page Profiles**

All pupils will have a one page profile which will include information about what is important to the pupil and how best to support them. This will allow school staff to personalise learning for that individual. One page profiles will be reviewed and updated termly at the one planning meeting.

### **SEN Action Plans**

Action plans are formed at the one planning meeting. These will outline outcomes for the pupil, the actions the school will take in order to work towards these outcomes and who will be involved. The class teacher is responsible for maintaining and updating the plan.

### **Learning charts**

Learning charts incorporate a child friendly target chart and an information page.

The target chart is displayed in the classroom and the pupil is encouraged and supported by class teachers and LSAs to self evaluate their progress towards their targets.

The information page details personal information, strengths and difficulties, the provision of additional interventions and outside agency input .

The class teacher is responsible for assessing and recording progress against targets. This information will be made available to parents at termly one planning meetings. The SENCo is responsible for updating the information on learning charts following the meeting.

### **Provision Mapping**

The provision map details all addition intervention strategies that take place throughout the school. The map is put together by the SENCO following discussion with class teachers and one planning meetings.

The provision map is constantly reviewed and updated by the SENCO, as planned intervention is often changed as a result of monitoring and assessment of pupil progress.

### **Provision Management Tool**

The provision management tool details information for each intervention group; the pupils involved, how long and by who it is delivered. It is used to record pupil progress and the overall effectiveness of the intervention.

The tool is used to monitor the effectiveness of SEN provision. It is used to inform the performance management of LSAs and to identify trends in progress.

### **Involving external agencies**

The decision to involve external agencies will often be made during the one planning meeting. However, parents or class teachers can request support from external agencies at any time.

The SENCO is responsible for making the appropriate referrals for external agency support.

## **Section 6: Monitoring and Evaluation of SEND**

The effectiveness of the provision provided for pupils with SEND is monitored and evaluated by the SENCO, the senior leadership team and the governing body in a number of ways.

- The SENCO and the named governor for SEN will meet termly to discuss the effectiveness of SEN provision in the school
- The SENCO will review the effectiveness of intervention groups termly using the Provision Management Tool.
- The SENCO and headteacher will complete the Essex SEN Provision Review document annually.
- The governing body will review and update this policy annually. They evaluate the success of the policy by enquiring how effectively pupils with SEN participate in the whole curriculum and the progress they make. As part of their annual report to parents, the governing body will consider and report on the effectiveness of SEN practice in the school.
- The views and opinions of pupils, parents and staff will be considered when evaluating the effectiveness of SEN practice.

## **Section 7: Training and Resources**

### **Funding**

There are three elements to SEN funding

1. A percentage of the amount allocated per pupil will be spent on providing support to pupils with SEN.
2. An amount identified within our overall budget, called the notional SEN budget. This is also used to provide additional support to pupils up to a nationally prescribed threshold per pupil/per year.
3. The school is not expected to meet the costs of the more expensive support from our core funding. Top up funding from the local authority is used to provide support for pupils with a statement or EHCplan.

### **Training**

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- The school's SENCO regularly attends the Local Authority's SENCO update meetings and local cluster meetings in order to keep up to date with local and national updates in SEND.
- Subject leaders ensure that LSAs receive appropriate training in order to be able to effectively support pupil's access to the curriculum.



## **Section 8: Roles and Responsibilities**

### **The Governing Body**

..... is the named governor for SEN. He/she meets regularly with the SENCO and takes a particular interest in the provision the school provides for pupils with SEN. He/she is responsible for reporting to the full governing body on all issues regarding SEN.

The governing body reports to parents on the school's policy for SEN.

### **The Headteacher**

Mr Paul Sully, headteacher, is responsible for the management of the day to day implementation of the SEN policy.

He is also the member of staff responsible for Safeguarding, managing PPG/LAC funding and has responsibility for meeting the medical needs of pupils.

### **The SENCO**

Mrs Helen Coote, has been responsible for SEN at the school since 2007. She has achieved a number of qualifications in this area including the National Award for SEN Co-ordination. She is responsible for co-ordinating the provision for pupils with SEN. This includes-

- Ensuring all staff are aware of their roles and responsibilities towards implementing the school's SEN policy.
- Advising, supporting and liaising with staff.
- Ensuring parents and pupils are well informed and included in the planning of additional provision.
- Liaising with external agencies.
- Supporting transition for pupils with SEN; working closely with local pre-schools and high schools.
- Working closely with the headteacher to ensure resources are deployed to meet needs effectively.
- Monitoring the effectiveness of additional provision.
- Ensuring that records for pupils with SEN are maintained.

### **Class Teachers**

Class teachers are responsible for the progress and development of pupils in their class with SEN. They provide high quality teaching, differentiated to meet the needs of the pupils in their class.

### **Learning Support Assistants (LSAs)**

Our team of experienced LSAs provide access support to pupils in the classroom. They also lead intervention programmes. They are responsible for discussing pupil progress with class teachers and the SENCO.

## **Section 9: Supporting pupils and their families**

### **SEN Information Report**

In accordance with the Children and Families Act 2014, schools are required to provide parents with an SEN Information Report. This report can be found on our website or copy can be requested via the school office.

Parents of pupils who are new to the SEN register will be given the SEN Information Report at their first one planning meeting.

### **Essex Local Offer**

The Essex local offer provides information for parents about services available to pupils with SEND and their families. [www.essexlocaloffer.org.uk/](http://www.essexlocaloffer.org.uk/)

### **Support for pupils and families**

Some of the agencies that we use to support pupils and their families are:

- YMCA family support co-ordinator
- Counselling service
- Well being mentor
- Child and adolescent mental health service (CAMHS)
- Education Welfare Service
- School nurse

## **Section 10: Admission arrangements**

See admissions policy- available on the school website or via the school office.

## **Section 11: Transition arrangements**

We work closely with local preschools and secondary schools to ensure pupils are well prepared for transition from one educational phase to another.

Some of the ways we support pupils through transition are:

- Visiting pupils in their preschool setting
- Discussion with teachers and SENCOs from other settings
- Sharing of data between settings
- Extra visits for pupils to the secondary school
- Transition support materials /programmes

We also support pupils as they move from one year group to another by:

- Providing pupils with a transition book with pictures of the classroom and staff.
- Opportunities to visit their new classroom prior to transition.
- Sharing of information between teachers and LSAs.

## **Section 12: Access arrangements for formal assessments**

Class teachers, together with the senior management team, will decide whether it is appropriate for pupils with SEN to take part in formal assessments. In the event of pupils not sitting formal assessments, class teachers will make a judgement on attainment using class work and observation.

Special access arrangements such as the use of a scribe or extra time may be available for some pupils.

## **Section 13: Supporting pupils at school with medical conditions**

- Pupils at Beehive Lane with medical conditions will 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.
- Pupils with medical needs have a care plan devised by the community nursing team. This specifies the type and level of support required to meet their needs. Staff receive full training on how to deliver the support outlined in the plan.

## **Section 14: Accessibility**

- Beehive Lane School is on one level with no stairs or steps inside the school or in the grounds. This makes the school particularly accessible to pupils with physical difficulties. We have a disabled bathroom with Closomat toilet and washing facilities.
- We endeavour to ensure that pupils with disabilities can fully participate in all aspects of school life including teaching and learning, after school clubs and trips and school visits.

Disability Access Plan?

## **Section 15: Complaints**

We recognise that parents do have concerns and welcome enquiries from parents. We would always recommend that parents contact the school at the earliest opportunity to discuss any concerns that they have.

Details of the complaints procedure can be found in the Complaints Policy- available on the school website or via the school office.

## **Section 16: Bullying and Harrassment**

Whole school initiatives and proactive strategies are used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for the bullying of vulnerable pupils to occur. These include:

- Regular PSHE teaching following a scheme of work
- Participating in national anti-bullying week
- Raising awareness through anti-bullying and SEAL assemblies
- Circle time
- Playleaders
- A buddy system for children who are new to the school as detailed in our pupil mobility policy.
- Following the school behaviour policy of praise and rewards to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one another

Details of how the school responds to reports of bullying can be found in the Bullying and Harrassment Policy- available on the school website or via the school office.

## **Section 17: Storing and managing data**

- The school will manage data in line with the requirements of the Data Protection Act 1998.
- Provision made for pupils with SEN will be recorded accurately and kept up to date.

More information can be found in the Data Protection policy- available on the school website or via the school office.

## **Section 18: Reviewing the Policy**

This policy will be reviewed bi-annually.

**Date of policy: PCP November 2017    Ratified FGB December 2017**

**Date for review: December 2019**

