



# Beardall Fields

## Special Educational Needs Policy

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**Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.**

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 or mainstream post-16 institutions.

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

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March comes into force from the 1<sup>st</sup> September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

[www.nottinghamshire.senddlocaloffer.org.uk](http://www.nottinghamshire.senddlocaloffer.org.uk)

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## Mission statement

At Beardall Fields Primary and Nursery School we believe that all children have a right to education, care and respect. They should be able to learn in an atmosphere of support and trust, enabling them to be happy, be creative and succeed.

### 1. Aims and objectives

#### Aims

- To provide an inclusive environment, ensuring that all children have the opportunity to access the National Curriculum in a broad and balanced way
- To provide a differentiated curriculum appropriate to individuals needs and abilities
- To ensure all children will have the opportunity to achieve success
- To value the individual strengths of all children and use these strengths to enable them to achieve success
- To develop the full potential of each child
- To enable each child to develop the basic skills they will need in order to succeed in adult life
- To ensure that parents of pupils with SEND are involved, where practicable, in decisions affecting their future SEND provision

#### Objectives

- Identify the needs of pupils with SEND as early as possible.
- Monitor the progress of all pupils
- Make appropriate provision to overcome all barriers to learning, and ensure pupils with SEND have full access to the National Curriculum.
- Work with parents
- Work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs.

### 2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Miss Katherine Collins (Head Teacher) who is supported by Mrs Suzanne Stoddart (SEND governor and Deputy Head).
- The person co-ordinating the day to day provision of education for pupils with SEND is Mrs Debbie Menevse (SENCO) who is supported by Mrs Lisa Mather (HLTA – High Level Teaching Assistant).

### 3. Arrangements for coordinating SEND provision

The SENCo liaises with the Head Teacher, HLTA, all members of staff and the governing body, to ensure the implementation of the SEND policy. Monitoring procedures are in place to review needs, interventions and targets for pupils with SEND at least termly.

All staff have access to:

- The SEND Policy;
- A copy of the full SEND Register
- Guidance on identification in the Code of Practice
- Information on individual pupils' special educational needs
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

#### **4. Admission arrangements**

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

When pupils transfer to another school, the SENCo will have a discussion with a member of the new school SEND team about transition. Each pupil with SEND will have a personalised transition package, which may include:

- Visiting the new school with a current member of staff
- A member of staff from the new school visiting Beardall Fields
- Additional visits to the new school
- A photo book about the new school and staff
- A passport detailing 'my difficulties' and 'things that help me'
- Time to look at and understand new school layout / map
- Time to talk through worries and problem solving activities
- Transition day at new school with peers
- An opportunity for the parents of pupils with SEND to meet the new SENCo
- Handover of SEND current and past IEPs and other SEND information

#### **5. Specialist SEND provision**

Beardall Fields have places for 277 pupils in September 2014.

We are currently supporting 27 pupils with SEND.

Current needs and disabilities supported with school include pupils with: dyslexia, Autism, Aspergers, ADHD, speech and language disorders, physical disabilities, hypermobility, hearing impairment, anxiety and emotional difficulties.

All teachers and teaching assistants are responsible for teaching and delivering interventions to pupils with SEND.

## 6. Facilities for pupils with SEND

- Physical environments Beardall Fields is a newly build school, which complies with all building legislation for people with disabilities. The site has complete wheelchair access. There is a hygiene suite with a plinth in the foundation area, and a separate disabled toilet.
- Assistive technology Pupils have access to ipads, laptops and Symwriter (makaton symbol software)
- Increased access to the curriculum and assistance during examinations Pupils may be given additional time to undertake curriculum work and examinations. Pupils may be given a reader. Pupils may be given a scribe. This is dependent upon national accessibility guidance, which is updated annually.
- Accessibility Plan An accessibility plan is written every three years. It is regularly reviewed and amended as appropriate.

## 7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to a maximum of £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget, which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCo will refer individual applications to a multiagency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Resources are allocated to pupils and classes by the senior leadership team. The SENCo monitors and re-assesses these resources at least half termly.

## 8. Identification of pupils needs

### Identification

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 have a significantly greater difficulty in learning than the majority of others of the same age.

### A graduated approach:

#### *Quality First Teaching*

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression, and enable the teacher to better understand the provision and teaching style that needs to be applied.

- d) The SENCO will be consulted, as needed, for support and advice and may observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) School concerns will be discussed with Parents or carers, who are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher, but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

### SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this. The aim of formally identifying a pupil with SEND 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:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil 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*

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

#### *Plan*

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear timeline for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### *Do*

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility, even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

### *Review*

Reviews will be undertaken in line with agreed timelines. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

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

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. External support agencies will need to have been involved prior to a request for an EHC plan.

The decision to make a referral for a statement will be taken at a progress review and in agreement with parents.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:



[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

### *Education, Health and Care Plans [EHC Plan]*

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **9. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum, through the specialist SEND provision provided by the school. Where possible, this will be in line with parental wishes and will meet the needs of the pupil.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The SENCo updates and reviews the whole school provision map on a termly basis.

Pupils will have an Individual education Plan (IEP, which is reviewed termly. Individual targets that motivate pupils to do their best, and celebrate achievements at all levels, will be set annually, and termly for pupils with complex and life-long needs.

## **10. Inclusion of pupils with SEND**

The SENCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub. Advice and training may also be offered from schools within the local family of schools.

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year through IEP reviews and informal conversations.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

There is an annual evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCo. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 6g of the Children and Families Act 2014. Evidence collected will help inform school development and improvement planning.

## **12. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCo, who will be able to advise on formal procedures for complaint.

## **13. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. We undertake a rolling programme of SEND in-house training during INSET days and staff meetings. Staff expertise is shared within school through peer observations and learning conversations.

The SENCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

## **14. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

The following services may be involved as and when necessary:

School Nurse / Health Visitor  
Schools and Families Support Service  
Educational Psychology Service  
Family Centre Support  
Child and Mental Health Service  
Speech and Language Therapy

Whilst these are the main support services involved with our pupils, the SENCo may refer pupils to other outside agencies or voluntary organisations as appropriate. 15. Working in partnerships with parents

Beardall Fields Primary and Nursery School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively d)

Where parents have concerns about their child, they can either make an appointment to see their child's class teacher, or meet with the SENCo. IEP targets are reviewed termly with parents. Where parents would prefer more frequent contact, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

## 16. Links with other schools

The school is a member of the Holgate Family of Schools. The Family SENCo is Claire Horn, who works collaboratively with all SENCos within the family to enable schools to build a bank of joint resources and to share advice, training and development activities and skills. Staff from other schools in the Family may visit Beardall Fields to observe and share expertise.

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Signed \_\_\_\_\_ *[Name]* (Headteacher)

Date \_\_\_\_\_

Signed \_\_\_\_\_ *[Name]* (SENCo)

Date \_\_\_\_\_

Signed \_\_\_\_\_ *[Name]* (SEND Governor)

Date \_\_\_\_\_

This policy will be reviewed annually.