

# Beaumont Primary School

## Special Educational Needs Policy



**HEAD TEACHER:** Mrs Postle

**DESIGNATED PERSON:** Mrs Sumner

**DATE AGREED:** February 2020

**DATE TO BE REVIEWED:** September 2022

# SEN Policy

SEN Co-ordinator: Mrs. D Sumner (Reception teacher) National Award for SEN  
office@beaumont.bolton.sch.uk

SEN Governor: Mrs S Leach

## Introduction:

Beaumont School provides a welcoming environment, which embraces the diversity of all children who attend, and recognises the enrichment this provides to the whole school. All children are special and unique and deserve high quality provision for learning according to their individual needs. Inclusion is most likely to be achieved when this diversity is recognised and regarded positively. It is estimated that one pupil in five will at some time during his/her school life need some extra help. These needs may be related to:

- cognitive difficulties
- sensory and physical impairments
- speech and language problems
- emotional and behavioural difficulties

Each child, as his/her needs arise, demands more individual attention than his/her peers without such needs. These special needs can be "long-term" or "short-term". This raises many issues in the school environment in terms of resources, organisation, management, appropriate curriculum, planning, assessing and monitoring.

The education of a child is a partnership between the child, parents, school, and when necessary, specialist services which support a child with Special Educational Needs. Therefore dialogue and equal access are important at all stages of a child's education in order to give opportunities that will develop the child's skills and abilities.

## Aims:

- To raise the aspirations of and expectations for all pupils with SEN
- To ensure all children are "safe, happy and learning", giving them the experience of a caring, supportive school where learning is enjoyable
- To help each child develop a positive self-image, promoting self-discipline, self-awareness and self-confidence
- To adapt the curriculum to meet a diversity of interests and needs associated with differing abilities, gender and backgrounds, both cultural and socio-economic
- To give all pupils a curriculum entitlement that is broad, balanced and relevant

**Objectives:**

- To identify and provide for all pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a SENCo who will work with the SEN policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.
- To enable all children to develop skills and abilities in a non-threatening environment, encouraging success and building self-esteem.

**Admission Arrangements:**

The school does not discriminate against the admission of pupils on the grounds of a special educational need, where their differing abilities can be catered for within a mainstream setting.

Disability (the Code of Practice 2014 outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation – this alone does not constitute SEN).

A child with an Education Health Care Plan (EHCP), previously known as a Statement of Educational Needs, who has Beaumont School named within his/her EHCP, will be given priority over other children, as detailed in the Local Authority's Admission Booklet. Admission arrangements for all other children can be found in school's Admissions Policy.

**Identifying Special Educational Needs:**

The definition of Special Educational Need is set out in section 156 of the Education Act 1993.

Special Educational Need - a child has Special Educational Needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable (Code of Practice 2014, 6.12).

## **Broad Areas of Need:**

**Communication and Interaction** – some children with speech, language and communication needs may have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives. Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism are likely to have difficulties with social interaction, language and communication.

**Cognition and Learning** – support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

**Social, Emotional and Mental Health** – children may experience a range of social and emotional difficulties which may 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 that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or Physical Needs** – some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability will also require additional ongoing support/equipment to access the opportunities available to their peers.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught in school.

## **Graduated Approach to SEN Support:**

It is the responsibility of every teacher to closely monitor the progress of every child within his or her class. By close daily contact the teacher is in a prime position to identify children experiencing difficulties. This may be found through observation, assessment or testing procedures including:

- Standardised tests/Teacher Assessments
- National Curriculum levels/Age Related Expectations
- Reports/observations on the child in school settings including Behaviour Logs.
- Notes from meetings with parents/carers (including dates of issues/medical appointments) and any Medical/health care assessments
- Early Years Journals

## Early Identification

Early identification of a child with a special educational need is important if his or her needs are to be addressed, and if the child is to learn and to progress to achieve his or her full potential. The class teacher may identify a child as a concern to the SENCO if he or she:

- Makes significantly slower progress from their peers starting at the same baseline.
- Progresses at a slower rate than previously
- Is at risk of not attaining the Age Related Expectations
- Presents with a specific need (eg behaviour or learning etc)

At any time during the school year class teachers can discuss a concern with the SENCo. These are also discussed at the termly Pupil Progress Meetings (PPM) where quality first teaching, intervention, progress and attainment is discussed and the SENCO then involved, as appropriate. The SENCO, Headteacher and class teacher liaise regarding intervention for the child. Following this, a decision is made as to whether to monitor the child (Monitoring) for another term or place the child on the SEN register (SEN support) if the pupil requires help over and above that which is normally available within the class.

The SEN register - this is a list of names of all the children in the school identified as having a special educational need. It is kept by the SENCO, copies for each cohort are provided for class teachers, support staff and the Head teacher termly. It can also be viewed by staff electronically through the assessment tracking system.

If a child is placed on the SEN register (SEN Support) SMART (specific, measurable, achievable, realistic and time bound) targets are set on an individual or group provision map and parents are invited to come in to discuss this with the class teacher and, where necessary, the SENCo. This procedure is monitored termly at PPMs and reviewed with the SENCo at regular meetings.

**Monitoring** - Register initial concerns and monitor

**SEN Support** - The triggers for intervention through Phase Two Intervention (School Action) are concerns, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school;
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties.

When a child at is SEN Support, an intervention plan is put in place. This will detail the level of support the child is receiving including frequency and staff member, SMART targets and success criteria are written on an individual provision map. These targets are shared with parents and reviewed regularly. (Termly) If concerns increase, it may be necessary to open an Early Help form and access outside agencies. External agencies may need to be accessed if the child;

- continues to make little or no progress in specific areas over a long period;
- continues working at an early years curriculum or National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy or mathematical skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child’s own learning or that of the group, despite having an individualised behaviour management programme;
- has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service;
- Has an on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Parents/Carers will be invited to discuss their child’s provision map and, if necessary, an Early Help form will be completed. (Permission needs to be granted by parents.)

It is vital for parents to engage fully with the Early Help process to ensure school is given the advice and support required from the relevant professionals. When children are supported by the relevant professionals school will then be able to put the appropriate support in place.

The agencies and professional services currently accessed by the school are:

School Nurse	Speech and Occupational Therapy	Education Psychologist	Ladywood Advisory & Outreach Service	Children’s Adolescence Mental Health Services (CAMHS)	Ladywood SPLd
Behaviour Support	Sensory Support Service	Community Disability Services	Parent Partnership	Pupil and Student Services	Pupil Referral Unit

To help inform the decision on the nature of the additional help that might be needed by the child , the class teacher together with the SENCo will collect all the available information about the child and seek additional information from the parents.

The following action will take place:

- the SENCo will further assess the child’s particular strengths and weaknesses and an Individual Provision Map will be devised with the class teacher;
- the child’s class teacher will remain responsible for working with the child on a daily basis and for planning and delivering a personalised programme where appropriate;
- Parents must be consulted and kept informed of the action taken to help the child, and of the outcome of this action.
- The delivery of the interventions recorded in the Provision Map continues to be the responsibility of the class teacher, although developed with the help of outside specialists and school support staff.

**Barriers to this process may include:**

- Parents not liaising or meeting with SENCo, class teachers or other professionals,
- Parents unwilling/omitting to share information given from other agencies,
- Parents not giving permission for school to meet with relevant professionals,
- Parents not engaging with the Early Help Process.

**Possible outcomes to these barriers:**

- School will hold a professionals meeting and invite parents to the meeting,
- If safeguarding is an issue, DSL to follow protocol,
- School to use professionalism to decide what support the child requires and school will act in the best interests of the child in order to meet its obligations to provide them with a balanced and broad curriculum.

**Next Steps:**

If, after two terms of additional external support and advice, the school or parents are still concerned about a child’s progress/attainment/need, it **may** be appropriate to apply to the local authority’s high needs block for additional funding. This process can be found in the local authority High Needs Funding documentation file. A formal assessment is then made to the local authority for a request for an Education and Health Care Plan. The SENCO collates information from other agencies and completes a full report including costing resources (human and physical), funding spent to date, interventions, other agency support and special equipment required.

The SEN register is fluid. If a child makes accelerated progress and it is decided at a Pupil Performance Management meeting to remove them from the SEN register, this is then updated and a copy is kept in the SENCo file. These pupils will then be kept in the monitoring category for the next 12 months.

<b>Overview of Beaumont’s Graduated Approach</b>	
<b>Early Identification</b>	Initial concerns are raised to SENCo. Observations and evidence collected & discussed.

<b>Monitoring</b>	Child is placed in the monitoring category where their progress/need is closely monitored and in class support is given.
<b>SEN Support</b>	Child is placed on the SEN register and an intervention plan put into place. Group/individual interventions are put into place.  An individual provision map is given and external agencies (via an early help) become involved if necessary.
<b>Education Health and Care Plan</b>	A formal assessment (High Needs Funding) is completed and a request for an Education Health and Care plan is made (formally statement).

### **Training:**

Staff receive regular updates on SEN reforms and practice through Professional Development Meetings and several in house training sessions are arranged each year to include speech, language and communication for all, interventions, 1:1 support for provision, phonics, self-harm and child protection. The SENCo meets regularly with new members of staff to discuss her role and the whole school approach to providing high quality provision for children with a special educational need. Teaching assistants receive regular training on specific areas current to their role each academic year.

### **ROLES AND RESPONSIBILITIES**

**Governors:** The Governing Body has a statutory duty towards pupils with SEN and follows the guidance as set out in section 1 (iv) of the Code of Practice 2014. They maintain an oversight of this policy, the schools approach to provision and progress of SEN children, establishing the appropriate staffing and funding arrangements.

The Governors with responsibility for SEN is Mrs Leach. The SENCo meets with the governors termly to discuss relevant SEN issues and to update the governors on recent government changes/reforms within SEN. The SENCo also submits termly data to the governing body as well as an annual detailed report to governors at the end of the Summer term.

**Head Teacher:** The Head teacher has responsibility for the day to day management of provision for all children including children with SEN. She will keep the governing body informed and work closely with the SENCo. The Head teacher reports to governors on the number of pupils with SEN and the effectiveness of the school's system for identification, assessment, provision, monitoring and record keeping, use of involvement with parents, outside support services and agencies and resource allocation. The Head Teacher is also the designated Child Protection officer and responsible for pupil premium/looked after children funding.

**SEN Co-ordinator:** Mrs D Sumner (SENCO) holds the National Award for SEN qualification, as well as holding her teaching qualification. This course has been extremely beneficial to school and equipped her with the skills, knowledge and confidence to manage this demanding and complex role of the SENCo. Mrs Sumner has also attended several Local Authority courses on SEN updates and provision.

The SENCo has a fundamental role to play in providing for the SEN Child's needs. It is her responsibility to ensure that the school's policy is put into practice, the agreed systematic process for the identification, assessment and provision for SEN is employed correctly and to monitor and evaluate the school's provision.

The SENCO will also:

- Work within the guidance provided in the SEND Code of Practice 2014.
- Ensure the school's SEN Policy is monitored and reviewed annually.
- Co-ordinate the provision for children with SEN.
- Act as intermediary in the communication of information between parties involved with the child, Head teacher, parents, class teacher, teaching assistants and support services.
- Ensure evidence and information from education and health care is collated and stored appropriately.
- Ensure Single Service Referral Form/Early help forms are complete and that the school's SEN records are maintained.
- Support and liaise with class teachers and teaching assistants, sharing developments in order to inform reviews and forward planning.
- Liaise with parents and governors.
- Monitor that the aims and objectives of existing Statements/Education and Health Care Plans and ensure these are being met.
- Provide advice and guidance for members of staff and parents where required.
- Purchase or liaise with subject co-ordinators in purchasing adequate resources to cater for special needs children within school.
- Contribute to the in-service training of staff to develop understanding and whole school approaches.
- Have involvement in the induction with new staff to inform them of School's SEN processes.
- Attend INSET to keep up to date on current issues.
- Monitor the quality and effectiveness of provision for pupils with SEN through classroom observation.
- Review the support/teaching assistant timetable regularly with the Head teacher in line with current pupil needs.
- Learning Support Assistants

**Learning Support Assistants (LSA):** LSAs are employed by school and have a crucial role to play in SEN provision within school. They deliver programs of work to children who require additional support. The children may be taught within the class setting or withdrawn for certain activities. Class teachers involve LSAs in the planning process. LSAs are informed of learning objectives for each activity, the needs of individual children, and their targets as identified through assertive mentoring. It is the responsibility of the LSA's to provide feedback to the class teacher on the progress of individual children.

**Class Teachers:** A whole school approach is fundamental to the school's policy for children with SEN. All staff work together to develop and review the provision for pupils with SEN. The SENCO is available to provide support for staff on identifying, assessing and providing appropriate provision to meet a child's needs.

### **Partnership with Parents**

A child's parents have a wealth of knowledge and information about their child. They can also provide a valuable source of support for their child's learning at home. Early identification of SEND through PPMs meetings, liaison with the SENCO and recognition of the importance of the parental role ensures the school involves parents in partnership.

It is important that parents and school work together to ensure that all children reach their full potential. The nature of the child's needs is discussed sensitively with parents and they are given the opportunity to provide any background information regarding external influences which may be affecting their child. A child's strengths will always be discussed as well as their difficulties. Parents are asked to contribute to the child's learning/behaviour targets at home.

Parents will be directed to the Local Offer made by the local authority (viewed on the Beaumont Primary School website), to view information about provision they expect to be available across education, health and social care. Any additional support agencies involved, to help remove a child's barrier to learning, are listed on the provision map and records of this are kept in the SENCO's file. The school follows the Department for Education SEND Support for parents using the Graduated Approach flow diagram at Appendix 1.

### **Storage and Management of Information:**

Information collected about a child's SEND will be treated as confidential and stored by the SENCO. Information will only be communicated to appropriate persons with the knowledge and agreement of the child's parents, the Head teacher or the SENCO once an Early help form is completed.

Confidential information regarding a child's SEND is kept in the SENCO's file in the locked storeroom. The file and confidential information from it should not be removed without permission. If information on a child is required from the file, the information on that child only should be removed and returned promptly.

The file contains past and current reports/documents for individual children as well as current targets that the children are working towards.

**COMPLAINTS:**

The School follows Bolton's LA procedure for dealing with complaints.

If parents of a child with SEN have a complaint they should arrange a meeting with the SENCo who will aim to resolve the issue, if necessary involving the Head teacher. More complex issues maybe referred to the Parent Partnership service. If still dissatisfied, parents would have the right to address the school's SEN Governor for consideration of their case by the Governing Body.

NB: This SEN policy should be read in conjunction with the School SEN Offer, PSHE and SMSC policy and Safeguarding policy.

## SEN Support in Schools

