



Beverley Minster
C.E. Primary School

Special Educational Needs Policy

Effective Date:	Spring 2023
Date Reviewed:	10th March 2023
Date Due for Review:	Autumn 2024
Contact Officer:	Headteacher

Be your best at Beverley Minster.

**‘Encourage one another and build each other up.’
1 Thessalonians 5:11**

Our beliefs and values

Beverley Minster CE VC Primary School caters for all children with a wide range of Special Educational Needs and Disabilities (SEND). Being your best at Beverley Minster is what we expect from everyone in our school community. Our school aims to be a happy, caring and encouraging learning environment.

We have a whole school approach to children with SEN and disability and meeting their needs. Every teacher in school is a teacher of SEND and is responsible for not only the children's progress, but their social and emotional development.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. "Schools must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less."

This policy has been written in response to the SEND code of practice and in consultation with the local authority, school staff and governors.

Introduction

Beverley Minster CE VC Primary School is committed to providing a learning environment in which every pupil is able to achieve their full potential. We provide a stimulating learning environment using varied teaching styles; differentiated activities; group, class and 1:1 support, catering for each pupil's academic, social and emotional needs. We work closely with parents, pupils and outside agencies to create positive outcomes for our pupils.

We take account of the Children and Families Act 2014, Disability Rights Code of Practice 2002 and the Special Educational Needs Code of Practice 2014 in this policy.

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

Aims

- To create an environment that meets the special educational needs of each child and therefore ensure all children are fully included in all areas of the curriculum and wider school life.
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To ensure identification of pupils requiring additional support is identified early in their school career.
- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that our children have a voice in this process.

Special educational needs

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

Types of SEN

SEN can be considered as falling into 4 broad areas:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

A graduated approach:

1. Early identification

Identifying additional needs is a priority and school uses a variety of tools and assessment procedures to monitor pupil progress.

- Evidence gained from discussion with parents/feeder schools and home visits for pupils entering the foundation unit
- Foundation unit profiles closely monitoring development stages.
- Assessment data, I can statements, classroom and playground observations
- Termly tracking identifying pupils who may not be on track to achieve their full potential
- Weekly briefing with staff where any concerns can be raised regarding a pupils academic, social or emotional needs

During this time pupils will be supported through a variety of group and 1:1 sessions. We have a dedicated ELSA in school to support pupil's emotional needs and highly trained TA's who run a variety of Speech and Language support groups.

At this stage pupils are tracked through pupil progress records which are completed by Class teachers with support from the Head teacher and SENCo where appropriate. These are shared with all staff who have responsibility for developing the full potential of children identified.

Aims and strategies will be shared with parents and pupil's developing a joint home- school learning approach.

2. SEN Support

Where it is determined that a pupil does need additional support, parents will be formally advised of this and the decision will be added to the Special Needs 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 which will be recorded on a pupil's Education plan:

- 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 date for review. Copies of EP will be sent home to enable parents to further support their child's learning

All those working with the pupil, including support staff 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 teacher. They will work closely with teaching assistants and other adults supporting the children 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 of a child's progress will be made regularly on the EP which is a working document; a review meeting which parents, staff and pupils will be invited to will take place termly. 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. All involved with the pupil will revise the support and outcomes based on the pupil's progress and development

3. 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.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. 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 not 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.

4. Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by East Riding of Yorkshire 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.
- 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
- 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.

Allocation of resources for pupils with SEN

All pupils with SEND will have access to a part of the school's budget. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

Working in partnerships with parents

Beverley Minster Primary School believes that a close working relationship with parents is vital in order to ensure

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- continuing social and academic progress of children with SEN
- personal and academic targets are set and met effectively
- In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.
- 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.

Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEN is Mrs. Rachel Smalley (SENCo).

Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records for individual pupils.

All staff can access:

- Beverley Minster Primary School SEN Policy
- A copy of the full Additional Needs Register.
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil support plans, and child friendly targets
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through East Riding's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

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 governors ensure that all teachers are aware of the importance of providing for these children. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

- The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs (Mrs J Grady). The 'responsible person' in this school is Mrs. Rachel Smalley; she ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the Education Health Care Plan.
 - The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.
 - The head informs the governing body of how the funding allocated to support special educational needs has been employed.
 - The governor and SENCo meet on a regular basis.
- **SENCO:** Rachel Smalley
 - **SEN Governor:** Mrs J Grady

Dealing with complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting children's needs. All complaints are taken seriously and are heard through the school's complaints policy.

Other Policies Relating To SEND

- The Equality Policy
- The Accessibility Plan
- Admissions Policy
- Teaching and Learning Policy
- SEN information on the school website (SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Safeguarding Policy
- Supporting Medical Conditions Policy

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