



**Beverley Minster**  
C.E. Primary School

## **SEN Information**

**Beverley Minster CE Primary School**

**St. Giles Croft**

**Beverley**

**HU17 8LA**

Date of last review: November 2020

## **Definition of Special Educational Needs (SEN)**

“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.”

SEN Code of Practice 2014

## **Definition of Disability**

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities’

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

### **1. Special Educational Needs for Which Provision is Made**

Beverley Minster CE Primary School currently supports children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The school has direct experience of supporting children with all of the above, with the exception of PMLD.

### **2. Policies for the identification and assessment of pupils with SEN.**

- a) Class teachers raise concerns with the SENCo regarding the performance of pupils who they suspect of having special educational needs.
- b) Pupils will then begin interventions to narrow the gap, those children who are working at a significantly lower level to their peers or who have specific learning difficulties will go onto the School’s SEN Register as ‘SEN Support’.

- c) Pupils who do not make adequate progress through 'SEN Support' may be further assessed by external agencies, such as the Educational Psychologist, SAPTS (Sensory and Physical Teaching Service) and Speech and Language Therapy Services.

### **3. Policies for making provision for pupils with SEN**

The policies outlined in this section apply to all pupils with SEN, whether or not they have EHC Plans.

- a) The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This will be reviewed termly by class teachers in collaboration with parents, the SENCo and the pupils themselves.
- b) All Pupils will be assessed on a termly basis in line with the whole school policy of termly assessment of progress. In addition, Pupils receiving 'SEN Support' may be assessed in more specific terms using more detailed testing and target setting, to evaluate their level of progress in their specific area(s) of difficulty.
- c) The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. Some of the interventions that are used at Beverley Minster CE Primary School are:
  - (i) In class support, where a teaching assistant or teacher may support one or more children to understand the content of the lesson (Wave 1).
  - (ii) Small group withdrawal, where a member of staff may deliver a short term literacy, numeracy or other intervention to a small group of pupils (Wave 2).
  - (iii) One to one withdrawal, where the child may receive targeted support in their area of need (Wave 3).
  - (iv) The Woodlands ASC room where the SENCO works closely with the Inclusion Practitioner and Educational Psychologist to provide a bespoke learning environment based on the TEACCH approach.
  - (v) Additional support is provided for pupils requiring emotional and social development in the form of social skills groups, our Emotional and Wellbeing teaching assistant is available to support all pupils in the school including those with special educational needs.

### **4. Contact details of the SEN Co-ordinator.**

SENCo name: Nadine Rhodes

Contact Telephone number: 01482 869947

Email: n.rhodes@beverleyminsterprimary.co.uk

### **5. Expertise and training of staff in relation to children and young people with special educational needs**

The SENCo (Nadine Rhodes) has achieved the SEN 1 qualification for SEN Co-ordination and Learning Support.

The SENCO regularly holds training sessions for Teachers and Teaching Assistants on a variety of different areas related to teaching children with Special Educational Needs.

Depending on the needs of the children that they teach, all staff will seek training from outside support agencies when necessary, including training courses provided by the local authority, outreach and transitional support (see local offer for list of external agencies). A central record of this is kept in school.

## **6. Equipment and facilities to support children and young people with special educational needs.**

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies. These may include SaPTS, who can recommend specialist equipment for physical, visual, and hearing needs.

## **7. Arrangements for consulting parents of children with special educational needs about the education of their child.**

Parents/carers are involved at each stage of the assess, plan, do and review process. Parents/carers are invited to discuss with the class teacher and/or SENCo, the needs of their child in the first instance. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore parents/carers have an active role in the planning and decision making regarding their child's provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- a) Liaison with the class teacher informally.
- b) Parents Evenings, including SEN Reviews if children have ECHPs or are receiving SEN Support.
- c) Open evenings.
- d) Annual reports.
- e) SENCO is always available for meetings with parents.

During these meetings/discussions, a 'person centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

## **8. Arrangements for consulting young people with special educational needs about their education.**

- a) The child/young person is involved (as is appropriate) at every stage of the assess, plan, do review process:-
  - (i) At the initial assessing and planning stage, in order to support a 'person-centred approach', the child's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.

- (ii) Where the child may be unable to verbally communicate or provide a written input, observations of the child may be made in order to gather information regards their likes, interests, dislikes and difficulties.
  - (iii) The thoughts and opinions of parents/carers, and those who know them best, may also be sought.
  - (iv) Any documentation used as a part of the agreed provision (for example, Termly Support Plans) will have a 'child friendly' section which is shared with the child/young person so that they are able to understand all aspects of their support.
- b) The child is able to discuss any aspect of their provision in a number of ways:-
- (i) Informally with their class teacher on a regular basis.
  - (ii) Where appropriate, the child will attend a more formal meeting to review their progress and provision.
  - (iii) A child may contribute to this meeting either by attending in person or by providing written input.

During these discussions/meetings a 'person centred approach' allows for professionals and parents/carers and the child to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

## **9. Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs.**

Complaints about SEN provision within the school are first dealt with by the SENCo during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head Teacher during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body must become involved. The SEN Governor is Toni Darling. The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

## **10. How the governing body involves other bodies in meeting the needs of pupils with special educational needs.**

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and/or other professional support service, or voluntary organisation. These may include:

- Educational Psychologists
- Speech and Language Support
- Behaviour Support Team
- Autism Inclusion Practitioner
- SaPTS- Sensory and Physical Teaching Service
- Social Care Team
- Children's Centres
- CAHMS for Mental Health Needs
- Parent Partnership

- School Nursing Team/ Health Visitors
- FISH

Links to all of these can be found in the East Riding Authority Local offer.

Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical.

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

## **11. Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

All children with special educational needs will require support and planning when they transfer between key stages from 0-25.

For example:

Preschool -> Nursery -> Foundation -> KS1 -> KS2 -> KS3 -> KS4 -> KS5 -> Higher Education/College -> Independent Living.

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 or year 9 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools or colleges at the next key stage to help an informed choice to be made. The SENDART Team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs and many education providers now offer additional visit time, weekend schools and / or transition meetings to support all new pupils. Other consideration could also be given to the use of social stories, transition activities/ programmes and /or communication passports. All of these can help to support children and prevent vulnerability during their transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

## **12. Information on where the local authority's offer is published.**

Follow the link:

[www.eastridinglocaloffer.org.uk](http://www.eastridinglocaloffer.org.uk)