



Special Educational Needs Policy



Beaconfields
Primary School

Approved By: Governing Body September 2026

Review Date: September 2027

Introduction

This policy has been established to replace the previous SEND policy. It takes into account the updated SEND Code of Practice. Children at Beaconfields Primary School are entitled to be taught in a safe, secure and stimulating environment enabling them to achieve their full potential both academically and socially. Some pupils may have special educational needs throughout or at any time during their school career and this policy sets out our aims and procedures to ensure that all children can reach their full potential.

Aims for SEND

- to enable all children to have full access to a broad, balanced and scaffolded school Curriculum.
- to ensure that the needs of children are identified, assessed and provided for
- to identify the roles and responsibilities of all staff in providing for children's educational needs.
- to ensure that parents or carers are able to play their part in supporting their child's education.
- to provide a clear and accurate School Information Report that links to the Staffordshire local offer

Definition of Special Educational Needs

A pupil has a learning difficulty if he or she

- has a significantly greater difficulty in learning than the majority of young people of the same age.
- has a disability, which either prevents or hinders the child from making use of educational facilities of a kind provided for young people of the same age in schools

Special educational needs provision is additional to, or otherwise different from, the educational provision made generally for the child's age.

Objectives

- identify and provide for pupils who have special educational needs and additional needs
- work within the guidance provided in the SEND Code of Practice, 2014
- operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy
- provide support and advice for all staff working with special educational needs pupils

Types of SEND

SEND is divided into 4 types:

- **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.

School Information Report

Beaconfields School Information Report can be found on the website.

Admission arrangements

At Beaconfields Primary School we welcome all children irrespective of need – physical, intellectual, social and emotional – as long as we are confident that our school can provide a quality of educational experience that is effective in meeting their particular needs.

Identification and assessment

If a child's needs are identified prior to entry, provision is put in place to ensure a smooth transfer for the first day. In order to support children who, have special educational needs we will use a graduated response. We recognise that there is a continuum of special educational needs and where necessary will seek expertise for support with barriers that a child may be experiencing. The majority of children will not pass through all these stages of assessment and provision as action taken in the early stages will mean that the child will make sufficient progress and not need to move on to the next stage. It is only when a child's needs continue to cause concern that further action is required.

Graduated response IDENTIFICATION, ASSESSMENT AND REVIEW

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties, this may include looking at possible triggers. Reviews of pupils on the SEND register take place half termly. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held in addition to this. Pupil provision maps are used to record additional provision for pupils on the SEND register.

A Graduated Approach to SEN Support

At Beaconfields Primary School, we adopt a "high quality teaching first" approach following the Rosenshine Principles. The key characteristics of high quality teaching are:

- highly focused lesson with clear objectives

- high demands of pupil involvement and engagement with their learning
 - high levels of interaction for all pupils
 - appropriate use of teacher questioning, modelling and explaining
 - an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
 - an expectation that pupils will accept responsibility for their own learning and work independently
 - regular use of encouragement and authentic praise to engage and motivate pupils.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, scaffolded for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations and book scrutiny.

At Beaconfields Primary School our graduated response to SEND is as follows:

- Initial concern raised by parent or class teacher and an intervention agreed. Not all interventions are academic for example ELSA is to support mental health needs,
- Initial interventions are reviewed and discussed
- Further interventions are planned within school if the needs of the child can be met and APDR targets are produced. These are short term SMART targets.
- If progress is not being made following APDR targeted interventions, a request for support from external agencies is made
- Support from external agencies is provided, targets set and progress reviewed
- An EHC plan will be provided by Staffordshire County Council if after a statutory assessment the LA considers the child requires provision beyond what the school can offer. This plan must be reviewed annually and parents and all professionals involved with the pupil will be invited to attend.

Parents are kept fully informed at each stage of the graduated response. APDR targets are shared and agreed with parents and pupil.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. In some cases, outside professionals from health or social services may already be

involved with the child. These professionals should liaise with the school to help inform the assessments. A personal education plan will be created.

Plan

Where it is decided to provide a pupil with SEND support, the parents must be formally notified. The teacher and the SENCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. The SENCO will discuss with the parents whether they agree to the school applying to the LA for a statutory assessment of the child's needs to be carried out. The outcome of the assessment may result in the child being given an Education and Health Care Plan. Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through: •

- monitoring of classroom practice by the Headteacher and SENCO
 - analysis of pupil tracking data
 - monitoring of procedures and practice by the SEND governor
 - meetings of parents and staff, both formal and informal

Education, Health and Care Plan

When the LEA agrees that a child should be given an EHC plan they will be allocated a level of additional funding. This funding can be used by the school to purchase resources or support appropriate to the child's needs.

All plans must be reviewed at least annually with parents, the pupil, the school and the professionals involved to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. The SENCO of the receiving school will be invited to attend the final annual review in primary school.

Provision

At Beaconfields Primary School we recognise that it is the child's entitlement to have access to the whole curriculum. The curriculum for a child with SEND is adapted through scaffolding support and is not different. Planning for the appropriate provision will take into consideration:

- The use of teaching assistant support
- The balance between in class and withdrawal support
- The targets set by parents, teachers and pupils as part of the pupils APDR plan
- How success is to be measured

Learning support is provided with the specific aim of equipping the child to take his/her place alongside his/her peers to experience the full curriculum adapted according to need. The programme of support reflects the partnership between the child, teacher, parents, teaching assistant and other relevant agencies. Support strategies may include:

- Extra individual or group support within the classroom including scaffolding
- Individual and small group teaching sessions outside of the classroom
- Assessment and advice from external professionals
- Use of appropriate ICT equipment
- Specialist equipment
- Social skills group
- Support during playtimes

Resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC plans. The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

Partnership with parents

At Beaconfields Primary School we recognise the importance of working in partnership with parents and welcome their support. Parents have unique knowledge and information to impart about their child that can contribute to the identification and assessment of their child's needs.

Parents will be asked to regularly attend meetings about their child's progress.

The wishes and permission of parents/guardians will be sought and taken into consideration regarding aspects of assessment, provision and intervention by external agencies. We understand the anxieties parents may feel when they first realise that their child has special educational needs and we will endeavour to be sensitive to their feelings and ensure confidentiality will be observed at all times.

Involving children

Children will be offered the opportunity to be included in discussions about their learning. All children at Beaconfields Primary School are encouraged to have an understanding about their learning.

Roles and responsibilities

Headteacher will:

Have overall responsibility for all aspects of provision; will keep governors informed on the needs and progress of children and will work with the SENCO to ensure that the needs of SEND children are met.

SENCO will:

Oversee the day-to-day operation of the school's SEND policy by coordinating provision for children with special educational needs. She will liaise with the teachers to maintain the records of all children with SEND, and meet with parents and external agencies. She will monitor all children identified as having special education needs.

Class teachers will:

Identify the SEND of individual children, provide scaffolded learning experiences appropriate to the needs of the child, plan for and resource learning to be provided by TAs as well as providing evidence of assessment, tracking and monitoring of progress against specific or individual targets

Teaching assistants will:

Have responsibility for the child's specific needs during their time with that child. They will be led by the class teacher to ensure progress. They will liaise and feedback information to the class teacher, supporting to review the child's progress.

Governing body will:

Monitoring the SEND policy, have up to date knowledge of the school's SEN provision. They will ensure that financial resources are available and ensure the quality of SEND provision is continually monitored.

Parents will:

Share information about their child and attend meetings at school and with other agencies. They will support their child as agreed in the Pupil Passport for Learning.

Working with outside agencies

We currently access support from the following outside agencies:

- The educational psychology service
- SENSS
- Autism Outreach
- Behaviour support team
- Speech and Language team
- Hearing impaired
- Sight impaired

Staff development

At Beaconfields Primary School we continually raise the skills, knowledge and understanding of all staff. Training for staff will be delivered in a variety of ways including external specialists who are brought in to offer advice to individual teachers about particular SEND children in their class.