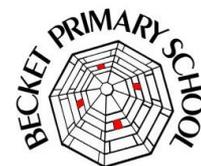


Becket Primary: Special Educational Needs & Disability (SEND) Policy



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SECTION 1

Statement of Intent

Becket Primary School values the abilities and achievements of all its pupils and is committed to providing, for each pupil, the best possible outcomes and inclusive environment for learning.

Every teacher is responsible and accountable for the progress and development of all pupils in their class and for adapting their teaching to respond to the strengths and needs of all pupils.

Special Educational Needs Coordinator (SENCO):

Mrs Ruth Varley

SEN Governor:

Mr Chris Wynn

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E-mail: rvarley@becket.derby.sch.uk

This Policy was created by the SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEN. It reflects the Special Educational Needs and Disability (SEND) Code of Practice (2014).

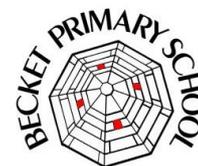
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SECTION 2

What do we want for our pupils?

The SEND aims of Becket Primary:

- Ensure a whole-school approach
- Meet the needs of the whole child so that the child feels cherished, valued and safe
- Ensure all pupils enjoy school and feel safe in school
- Ensure full inclusion (as far as practicable) in all school activities
- Ensure that all pupils have access to a broad & balanced curriculum
- Provide a differentiated and personalised curriculum appropriate to the individual's needs and abilities



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- Early identification of all pupils requiring SEND provision
- Maintain high expectations of what each child can achieve with a focus on the outcomes for each pupil
- Remove barriers to learning
- Raise pupil self-esteem & aspirations
- Build pupil confidence & independence
- Involve every pupil (where practicable) in their progress and provision reviews
- Consult and work with parents so they have the information they need to support their child's progress and attainment

How will we achieve these aims?

Objectives

- Ensure that **all** teachers & support staff are responsible and accountable for the progress and development of all children in their class or group and for identification of children with a SEND
- Identify at the earliest opportunity and provide for pupils who have SEND or additional educational needs (AEN)
- Work within the guidance provided in the SEND Code of Practice 2014 & advice provided by Derby City Local Authority
- Provide a SENCO who will be responsible for managing the provision required to meet the needs of pupils with SEND and AEN and provide support and advice for all staff working with pupils with SEN
- Develop and maintain partnership and high levels of engagement with parents and other relevant external agencies
- Ensure access to the whole curriculum for all pupils

SECTION 3

Identifying Special Educational Needs and/or Disability (see also Appendix 1)

A child is said to have a SEND if they have:

- a significantly greater difficulty in learning than the majority of children of the same age
- a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools in the area

The degree of difficulty may be mild, moderate or severe; it may be permanent or temporary.

Early identification of a SEND is a priority. The earlier we can put in place a personalised package of support to meet the child's needs, the better the progress and the more positive experience of school a child (and parent) has.

A child with SEND may be identified by:

- Teacher

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- Parent/Carer
- Health professional e.g. School Nurse, Community Paediatrician, Speech Therapist, Occupational Therapist
- Educational Psychologist
- Social Worker
- Other professionals who have had close and regular contact with the child

The Code of Practice describes 4 broad categories of need: (see Appendix 2)

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health Difficulties
- 4) Sensory and/or Physical Needs

Behavioural difficulties have been removed from The Code of Practice. Persistent disruptive or withdrawn behaviour does not necessarily mean a child has a SEND. In this instance, assessment is undertaken to determine any causal factors e.g. undiagnosed learning difficulties, difficulties with communication, mental/emotional health or sensory issues. We also remain alert to other events that can lead to behaviour difficulties such as bullying, bereavement and wider issues such as housing, family or domestic circumstances.

The purpose of identification is to work out what action the school needs to take to best support a child, not simply 'fit' the child into one of the above categories.

When identifying the needs of a pupil, we consider the needs of the whole child and not just their special educational needs. Pupils identified as having a SEND are fully integrated into mainstream classes. Every effort is made to ensure they have access to the entire curriculum and are fully involved with all aspects of school life.

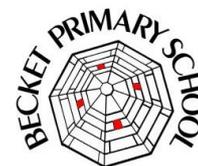
We are also mindful of need that does not necessarily mean a child has SEND, but may impact in the short or long term on a child's progress and attainment:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Meeting the criteria that means a child is in receipt of the Pupil Premium
- Being a Looked-After Child
- The child or family are supported by Social Care (Team Around the Family, Child in Need or Child Protection Plan)
- Being a child of a serviceman/woman

SECTION 4

The Graduated Approach to SEN Support

The graduated approach is at the core of whole-school practice. Our approach to teaching all children is a cycle of continuous assessment, planning, implementing and reviewing (the Assess-Plan-Do-Review cycle – see Appendix 3.)



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Where a potential SEND has been identified, this process becomes increasingly personalised as it responds over time to a growing understanding of the child's barriers to and gaps in learning and an increasingly individualised assessment of need.

The graduated approach can be categorised as:

Quality First Teaching → Monitoring → SEND Support → Request for Education, Health and Care (EHC) Needs Assessment → EHC Plan.

Quality First Teaching (QFT)

Quality First Teaching means high quality inclusive teaching (including differentiation) together with our whole school processes for assessing, tracking and monitoring progress.

All teachers are responsible and accountable for the progress and development of all children in their class and for identification of children with a SEND.

A class teacher will be aware of a child having difficulties as he/she assesses their pupils within the day-to-day framework of the classroom. A pupil may:

- Not be making expected progress or be 'stuck' and making no progress
- Find the work stressful and communicate this through their behaviour
- Show signs of a physical, sensory or coordination difficulty
- Struggle to interact effectively with their peers and make friends
- Struggle to organise themselves
- Struggle to make themselves understood when they speak or understand what is being said to them
- Present with a range of oppositional or challenging behaviour which becomes persistent and does not respond to the behaviour management strategies usually employed by the school.

Advice at this stage may initially be sought from the SENCO. However, the first step in responding to a possible SEND is:

- continued high quality teaching in the classroom
- appropriate differentiation designed to respond to the strengths and needs of the pupil **and**
- the implementation of additional appropriate QFT Strategies to help remove any barriers to learning.

The class teacher may also decide the child would benefit from 'one-off' small group and/or a one-to-one intervention delivered by the class teacher, teaching assistant or Learning Mentor in or outside the classroom to help the child 'catch up'. These approaches will be recorded on the Class Provision Map – a working document updated regularly during the term by the class teacher and monitored by SLT in Pupil Progress Meetings.

The class teacher will talk with the child and contact the parents/carers to find out if there are any difficulties at home or if they have any information which may help to explain the teacher's concerns.

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Monitoring

If, following this period of observation and beginnings of a sustained differentiated approach, concerns remain about a child's progress then the class teacher will discuss this more formally with the SENCO and parents/carers. In Foundation Stage an Expression of Concern Form is completed; in Key Stages 1 and 2 an Initial Concerns Checklist is completed.

This discussion initiates a period of monitoring during which the child's progress is closely monitored and tracked. Additional information is sought through observations, pupil progress meetings, review meetings with the SENCO and/or other members of staff working with the child and (if necessary) additional assessments to help identify the need, target support & clarify outcomes (see Continuum of Assessment.) The focus throughout this monitoring process is that any additional support is having the required impact on progress.

The Code of Practice states that a child is only identified as having a SEND if they continue to make less than expected progress despite interventions/adjustments and good quality personalised teaching. This means their progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match/better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers or the attainment gap is widened.

It also includes progress in areas other than attainment i.e. where a pupil needs to make additional progress with wider developmental/social needs.

SEN Support (the Single Category)

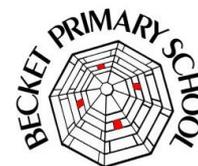
Placement of a pupil at this level occurs **IF** they require 'specialist provision' that is 'additional to and different from' their peers **AND** despite sustained additional support and intervention, a pupil continues to present with:

- Specific difficulties in developing literacy and/or numeracy skills
- Persistent emotional difficulties communicated through challenging behaviour, which substantially and regularly interfere with or impede the child's own learning or that of their class group, despite having an individualised behaviour management programme
- Sensory or physical problems requiring specialist equipment and/or visits/advice from specialists
- Ongoing communication and/or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

AND the above differences are not due to a gap in learning, low attainment or a developmental delay where there is a positive and narrowing trajectory.

Placement of a pupil at this level will be made by the SENCO after full consultation with the parents/carers.

At this stage, the Assess-Plan-Do-Review cycle is more individualised and most pupils at this stage will have an Individual Education or Behaviour Plan.



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External services e.g. Educational Psychology, Speech and Language Therapy are likely to be involved to provide more specialised assessment and advice to the support cycle.

Any referral to external agencies is discussed fully with parents/carers and their written consent obtained. Any advice, targets and strategies are then incorporated into any individual pupil education/target plan.

Request for EHC Needs Assessment

The school will request a Statutory Assessment from the LA when:

- despite an individualised programme of sustained intervention within the SEND Support 'assess, plan, do, review cycle', this cycle has not proved effective at improving the pupil's outcomes and
- the pupil continues to cause significant concern

A Statutory Assessment may also be requested by a parent/carer.

Education, Health, Care Plan (EHC Plan)

EHC Plans aim to create an integrated service in which education, health and social care work together to come to an agreed outcome regarding a child with SEND. The statutory assessment process has been reduced from 26 weeks to 20 weeks. An EHC Plan is available for children and young persons from 0-25 years and aims to be a more personal document in which the child and their family have a much greater input into the provision of the child.

An EHC Plan will normally be provided if, after a Needs Assessment, the LA considers the pupil's needs cannot be met without an EHC Plan being in place.

EHC Plans are reviewed annually. The SENCO organises these and invites:

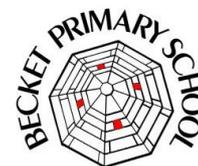
- the child's parents/carers
- the child (if appropriate)
- the relevant teacher and support staff
- the Educational Psychologist
- Any other agency involved with the child

The aim of the review will be to:

- Assess the pupil's progress in relation to their targets
- Review the provision made for the child
- Consider the appropriateness of the existing EHC Plan
- Set new targets

The report from this review is then sent to the LA who can:

- amend the EHC Plan in line with the recommendations of the meeting
- leave the EHC Plan as it is
- decide the EHC Plan is no longer needed because all the outcomes have been achieved.



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Pupils who currently have a Statement of SEN will be transferred onto an EHC Plan within the next three years.

Children in Years 2 and 6 with a Statement of SEN will have their Statement converted to an EHC Plan during the academic year 2014-15.

The SEND Register

The SENCO maintains a register of pupils identified through the procedures listed above. The register is reviewed regularly and a detailed analysis takes place termly. Pupils are added to the register once they enter the Monitoring stage of the cycle; pupils are removed when they no longer have a SEND or no longer require monitoring.

Parental consent is always sought when adding a pupil to the register.

The SEND Register includes the following information:

- Name and date of birth of pupil
- Area of SEND
- Whether the child has an IEP or IBP
- Whether specialist support is involved
- Additional notes briefly expanding on the profile of the pupil's needs
- Date of entry to/exit from register and dates indicating graduation to SEND Support/return to Monitor

The range of provision:

The provisions available for children with SEND in the school are:

- Full-time education in classes with additional help and support by the class teacher through a differentiated curriculum
- Periods of withdrawal to work with a Support Teacher, Teaching Assistant or Learning Mentor on a specified intervention programme. These programmes are time-limited and have clear objectives and expected outcomes (see below).
- In-class support with adult assistance
- Targeted Learning Mentor support during social or less structured times e.g. play and lunchtimes
- A 'Managed Approach' for behaviour difficulties which outlines targets, desired outcomes and agreed behaviour management strategies for staff to implement
- Shared Placement at Newton's Walk
- For children in Reception, Years 1 and 2, placement in the Key Stage 1 Derby City Nurture Group (based at Becket) – only through referral to & agreement by the LA Primary Behaviour Panel (see Nurture Group Policy) –**provide link**
- Support, advice and/or an intervention programme with professionals from external agencies (see Section 5)
- Part-time schooling in extreme circumstances with the support of the Educational Psychologist, LA and parents/carers. In these circumstances, part-time schooling is time-limited, subject to regular review and a reintegration plan in place.

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Interventions

Becket Primary School has a wide range of intervention programmes. All interventions are time-limited. The objective of any intervention is either to 'boost' the child so they can 'catch up' with their peers OR to 'narrow the gap' between the child and his/her peers.

All interventions are expected to have the following information:

- The entry data point of any child taking up the intervention
- The expected outcome – as a result of 6, 8, 10 or 12 weeks of input, what do we expect the child to be able to do?
- The exit data – what they actually achieve on completion
- Additional information in relation to their attendance of the intervention, their attitude and any other ongoing observations.

If the exit data does not equate to the expected outcome or the outcome has exceeded expectations, then the following questions are asked:

- Was it the right intervention?
- Was it delivered in the right way?
- Did we have high enough expectations?

Individual Education/Behaviour Plans

Some pupils will have an Individual Education Plan (IEP) or Individual Behaviour Plan (IBP). These plans are not statutory, but the information contained in them is. This Plan is reviewed termly with the relevant teacher, support staff and parents/carers. Becket endeavours to hold these reviews in an informal, relaxed manner.

Prior to or at the review, the pupil's views are sought ('How am I doing at school?'), the pupil will have assessed their own progress towards the targets set (😊😐😞) and been invited to set their own target and parents/carers invited to record their views on a questionnaire (in addition to attending).

The IEP/IBP contains:

- The child's current learning levels - Reading, Writing, Maths, Speaking and Listening (when relevant) and, if relevant, specified personal, social and emotional development levels (Interacting & Working with Others; Independence & Organisational Skills; Attention)
- Short-term targets which are 'SMART' - specific, measurable, achievable, realistic, timely
- The range of QFT strategies and additional provision to be put in place
- Help expected from home
- A date for review
- Outcomes recorded at the review

The IEP/IBP concentrates on individual targets that match the pupil's needs and **are additional to or different from** the differentiated curriculum already in place for all children.

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Assessment and Monitoring:

Teaching SEND is a whole-school responsibility. The core of the teacher's work involves a continuous cycle of assessing, planning, doing (teaching) and reviewing taking into account the differences in pupils' abilities, aptitudes and interests. Teachers and Support staff keep records of children's progress and early identification of SEND is a priority.

All children have personalised learning, behaviour and attendance targets (Assertive Mentoring) and have a meeting once a term with their class teacher to reflect upon and discuss their progress and set new targets. The Assertive Mentoring summary sheet identifies whether a child is SEN Support or Statement/EHC Plan.

The SENCO works closely with the Head Teacher using whole school tracking data as an early identification indicator.

Class Teachers have 2 termly pupil progress review meetings:

- 1) With the Head Teacher in which progress of the whole class is analysed and discussed.
- 2) With the SENCO which focuses on progress of pupils on the SEND Register and during which the class teacher can also raise any other pupil causing concern

For pupils working below age-related expectations, P Levels are used. For some pupils, we use PIVATS to support the use of P Levels.

Other more specialised and specifically focused assessments may be used on occasion, to provide more detailed information about a child's needs/developmental level (e.g. standardised scores) and determine targets and outcomes (see Continuum of Assessment).

The above described evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

SECTION 5

Supporting Pupils and Families

The LA Local Offer: Derby City Council have produced a database which includes all Derby City schools. This database outlines the SEND provision in all the schools across Derby City. The intention is that parents will then be able to select the most appropriate provision for their child (**provide link**)

The SEN Information Report – this provides a range of information outlining how we support pupils with SEND at Becket (**provide link**)

External Agencies: Where necessary, the school liaises with and seeks the expertise of:

- The Speech and Language Therapy Service
- Occupational Therapy Services
- The Specialist Teaching and Psychology Service (STePS) comprising:
 - Educational Psychology Service
 - Specialist Support Teaching Service

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- The Early Intervention Team
- Community Paediatricians
- School Health
- Primary Behaviour Panel
- Newton's Walk Pupil Referral Unit
- Child and Adolescent Mental Health Services (CAMHS)
- Social Care
- Local Authority Inclusion and Intervention Team
- New Communities Team supporting families with English as an Additional Language (EAL)

Admissions:

Nursery: Prior to the start of compulsory education, every child is entitled to receive three terms of funded early years education. Children in Nursery will be considered for a part time place for a maximum of 15 hours per week. They cannot usually join the Nursery until the start of the term which falls after their third birthday. Application forms can be obtained from the school office.

School: All admissions to school are made through the Local Authority procedures. Information on this process can be obtained from:

Admissions, Children and Young People's Directorate, Derby City Council, Council House, Corporation Street, Derby DE1 2FS (Tel: 01332 642730; Email: primary admissions@derby.gov.uk)

For children starting in Reception Class, all applications must be submitted to the Local Authority by their prescribed application date.

Access Arrangements: Some children require additional support in order to be able to achieve their potential in the KS2 SATS. It is the responsibility of the SENCO to assess likely children (identified by the class teacher) and apply for the appropriate access arrangement. Access arrangements that can be applied for are:

- additional time (up to 25%) in order to complete the assessment
- a reader
- a scribe (amenuensis)
- a prompter
- arrangements for pupils with a visual impairment or EAL
- rest breaks.

Transition: This can be a difficult, anxious and unsettling time for some children with or without SEND. As children move through Becket, because there is only one class per year group and the staff numbers relatively small, most children at least recognise the staff in school. As the year progresses, a number of arrangements occur which help to ease transition worries:

- within each Key Stage, trips and events are shared between classes giving children and teachers the opportunity to get to know each other

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- classes work together to provide opportunities for peer support e.g. Paired Reading
- teachers may choose to team-teach in a particular curriculum subject to develop and transfer skills
- Transition sessions are organised at the end of the summer term in which children move into their new class and work with their new teacher.

For children moving from another school, the Head Teacher will meet with the child's parents during which any difficulties or concerns can be discussed prior to the child starting. Class teachers make arrangements to 'buddy' the new child with a member of the class whilst they become familiar with the routines. The child is immediately placed on the Learning Mentor Cohort List as "New to School" which alerts the Learning Mentors to the child and they will introduce themselves to the child, monitor how the child settles and ensure they are included during social times e.g. playtimes. The SENCO will be informed if the child has or may have SEND. The EAL Support Teacher will be informed if the child has English as an Additional Language. The child's records will be sent from their previous school and, if necessary, a conversation had with that school.

Our Year 6 pupils move to a range of secondary schools. During this transition process, events will take place during the summer term. These are organised by the secondary schools themselves. In addition to these, the secondary school will make arrangements to talk with the Year 6 class teacher and will often meet the children coming to their school. If the needs of the child are more complex e.g. SEND, the SENCO will often be involved in these conversations. Many secondary schools arrange additional visits for children with SEND.

SECTION 6

Supporting Pupils at School with Medical Conditions

Becket recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some children may also have SEN and may have a Statement or EHC Plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed.

Please refer to our Policy for Supporting Pupils at School with Medical Conditions ([link](#))

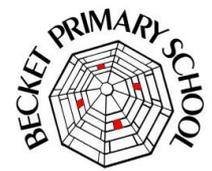
SECTION 7

Derby City Key Stage 1 Nurture Group

Becket Primary School is the base for the Derby City Key Stage 1 Nurture Group. This group forms part of the continuum of support and provision provided by the LA for children with behavioural, emotional and social difficulties. The group works with children between the ages of 5 and 7.

The member of staff responsible for managing the Nurture and its staff is Mrs R Varley.

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A separate Nurture Group Policy outlines:

- The purpose and aims of the group
- Entry/suitability criteria
- Assessment, monitoring and review
- Reintegration and exit criteria

For more details about the group, please refer to the Nurture Group Policy ([link](#)) and school website.

SECTION 8

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

The school's training needs are linked to the School Improvement Plan.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and to discuss the needs of individual pupils.

The school's SENCO accesses the LA's SEND 'Drop-in' sessions as and when necessary.

Becket Primary is a member of the National Association for SEN (NASEN) which provides access to high quality information, support and advice. The SENCO is an individual member of NASEN and also a member of the National SENCO Advisory Group.

Becket Primary is a member of the national Nurture Groups Network.

Becket Primary School holds the Inclusion Quality Mark.

SECTION 9

Roles and Responsibilities

All staff are responsible for providing support for children with SEND within school and are accountable for their progress. The level of responsibility is determined by the role of the staff member as follows:

Class teachers:

- ✚ Are at the heart of the new SEN Support system, driving the movement around the 4 stages (assess, plan, do, review) of action with the support and guidance of the SENCO
- ✚ Focus on desired outcomes of SEN Support for the child
- ✚ Are responsible for meeting special educational needs – use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement



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- ✚ Have high aspirations for every pupil – set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them
- ✚ Involve parents/carers and pupils in planning and reviewing progress seeking their views and providing regular updates on progress

Support Staff:

Becket uses TAs and Learning Mentors (LMs) to support individuals and groups of children with SEND. The SENCO monitors this work.

- ✚ TAs and LMs are part of the whole school approach to SEND working in partnership with the classroom teacher and SENCO to deliver pupil progress and narrow gaps in performance
- ✚ The support they provide is focused on the achievement of specific outcomes within the graduated approach to SEN Support
- ✚ They form part of the package of support for a child but are never a substitute for the teacher.

All teaching and support staff have a duty to be:

- ✚ Familiar with the school's SEND Policy
- ✚ Aware of procedures for identifying, assessing and making provision for pupils with SEND

Special Educational Needs Coordinator (SENCO):

- ✚ Oversee day-to-day operation of the school's SEND Policy
- ✚ Coordinate provision for pupils with SEND
- ✚ Liaise with the Designated Teacher where a Looked After Child has SEND
- ✚ Advise on the graduated approach to SEND Support
- ✚ Advise on the delegated budget and/or other resources
- ✚ Liaise with parents of children with SEND
- ✚ Maintain links with other education settings and external agencies
- ✚ Work with the Head Teacher and Governors
- ✚ Ensure SEND records are up-to-date

The Head Teacher

- ✚ Ensure the SEND Policy is implemented throughout the school
- ✚ Ensure resources are available to support the implementation of the Policy within the overall budget constraints
- ✚ Ensure that the Policy is reviewed annually through incorporation in the School Improvement Plan
- ✚ Keep Governors informed together with the SENCO

SEN Governor:

- ✚ Keep the Full Governing Body informed of SEND provision in school

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- ✚ Monitor provision on behalf of the governing body and ensure that legal duties are fulfilled, that provision is in line with the SEND Code of Practice and meets pupils' needs
- ✚ Take a lead in regularly reviewing the school's SEND Policy, Access Plan and the Disability Equality Scheme

Designated Teachers with Safeguarding responsibilities:

Mrs James (Head Teacher)

Mrs Murphy (Assistant Head Teacher and Foundation Stage Lead)

Mrs Varley (Assistant Head Teacher and SENCO)

Member of Staff responsible for managing Pupil Premium and 'Looked After Children' funding: Mrs James

Member of Staff responsible for managing the school's responsibility for meeting the medical needs of pupils: Mrs James

SECTION 10

SEND Policy Review

The school reviews the practice and policy in SEND each year. The outcomes of this review are used to inform the School Improvement Plan.

SECTION 11

Storing and Managing Information

Becket will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure appropriate access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress
- Pupil's own perception of their difficulties and strengths according to their developmental ability to communicate their ideas
- Information from health/social care
- Information from other agencies

All information will be stored securely in relation to the data protection policy.

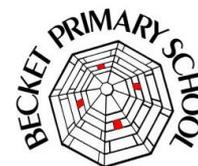
SECTION 12

Compliance and Related Policies

Equality Act (2010); advice for schools DfE (Feb 2013)

SEND Code of Practice 0-25 (July 2014)

Schools SEN Information Report Regulations (2014)



Becket Primary: Special Educational Needs & Disability (SEND) Policy

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Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)

The National Curriculum in England Key Stage 1 and 2 Framework Document (Sep 2013)

Teachers Standards 2012

Teaching and Learning Policy

Discipline and Behaviour Policy

Safeguarding Policy

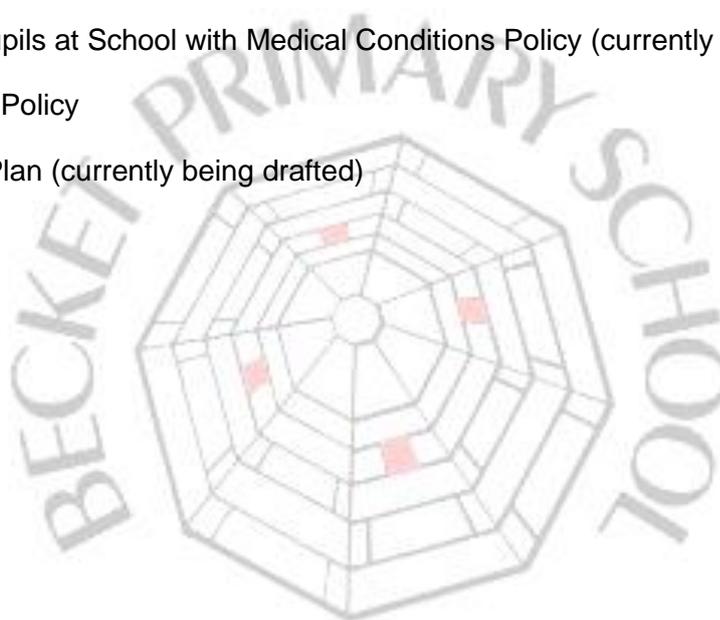
Nurture Group Policy

Physical Intervention Policy

Supporting Pupils at School with Medical Conditions Policy (currently being drafted)

Intimate Care Policy

Accessibility Plan (currently being drafted)



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Becket Primary: Special Educational Needs & Disability (SEND) Policy APPENDIX 1



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Definition of Special Educational Needs (SEN) – SEND Code of Practice 0-25

General Definition:

“A child has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for SEN provision to be made for him or her.” (*Para xiii*)

A child of compulsory school age:

“Has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.” (*Para xiv*)

Children aged 2 or more:

“Special educational provision is educational or training provision that is additional to or different from that made generally for other children of the same age by mainstream schools, maintained nursery schools or relevant early years providers.” (*Para xv*)

A child under compulsory school age:

“Has SEN of he or she is likely to fall within the definition in paragraph xiv above when they reach compulsory school age or would do so if SEN provision was not made for them.” (*Para xvi*)

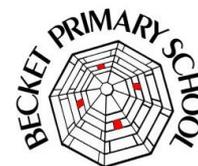
Children with SEN and a disability as defined by the Equality Act 2010:

“Has a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.”

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial.’ This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires SEN they will also be covered by the SEN definition. (*Para xviii*)

Expectations on schools of the Equality Act 2010

Schools are required to make “reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent their disadvantage.” (*Para xix*)



Becket Primary: Special Educational Needs & Disability (SEND) Policy

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APPENDIX 2

Categories of Special Educational Need

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is said to them or they do not understand or use social rules of communication.

Children with Autistic Spectrum Disorders, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others
(Code of Practice 6.28-6.29)

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 wide range of needs.

Specific learning difficulties (SpLD) affect 1 or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia (Code of Practice 6.30-6.31)

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which 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 such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

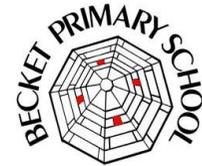
Other children may have diagnosed disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorders (Code of Practice 6.32)

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. These difficulties can be age-related and may fluctuate over time and include vision impairment (VI) and hearing impairment (HI).

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers (Code of Practice 6.34-6.35)

**Becket Primary:
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APPENDIX 3**



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