



# Becket Primary School

## SEND Policy

Policy Date	September 2015
Author	Mrs R Varley
Approved by Governors	C Wynn

Date of review: September 2017

Date of review: August 2019

Date of review: February 2021

### Policy review dates and changes

Review dates	By whom	Summary of changes made	Dates implemented
Sep 2017	RVa	Removal of information from SEND Policy which is detailed in the SEND Information Report Section 4: - The range of provision, interventions, IEPs/IBPs & assessment & monitoring Section 7: - Derby City KS1 Nurture Group (separate policy)	Sep17
Aug 2019	RVa	Inclusion of 'D' for Disability throughout Policy Section1: update of SEND Governor Section2: specification of expectations of class teachers Section3: Inclusion of Adverse Childhood Experiences Section4: Additional information re: Graduated Approach Section5: Update support for pupils and families Section7: update Training and Resources Section8: update Roles and Responsibilities Section10: GDPR compliance information Appendix3: altered to be in line with Derby City Council Graduated Response Flow Chart	Oct19

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<b>Feb 2021</b>	<b>RVa</b>	Section1: update Statement of Intent Section2: update Objectives Section11: Information re: Complaints & Resolving Disagreements Section12: Information re: SEND Tribunal Section13: Update Legal Framework	<b>Feb21</b>
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# Becket Primary: Special Educational Needs & Disability (SEND) Policy



Appendix 1: Definition of SEND

Appendix 2: Categories of SEND

Appendix 3: The Graduated Approach to SEND Support

## SECTION 1

### Statement of Intent

Becket Primary School values the abilities and achievements of all its pupils and celebrates the diversity of experience and interest. The school 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.

This Policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education for all of its pupils.

### Special Educational Needs & Disability Coordinator (SENDCO):

Mrs Ruth Varley

### SEND Governor:

Mrs Aimee Roberts-Nichols

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

Refer also to the SEND Information Report.

## SECTION 2

### What do we want for our pupils?

### The SEND aims of Becket Primary:

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- 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
- Ensure all pupils experience praise, recognition and success
- Provide a differentiated and personalised curriculum appropriate to the individual's needs and abilities
- 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?

The school will meet the core aims of this policy through the following strategic objectives.

### Objectives

- To follow the Graduated Approach outlined in the DFE's SEND Code of Practice 0-25 years
- 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. Staff are expected to have knowledge and understanding of SEND
- Identify at the earliest opportunity and provide for pupils who have or may have a 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 SENDCO 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 e.g. health, social care
- Ensure access to the whole curriculum for all pupils
- Provide high quality provision with a particular focus on Quality First Teaching (QFT) to meet the needs of pupils with SEND

## SECTION 3

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

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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. A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Early identification of a SEND is a priority. The earlier a personalised package of support can be put in place 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
- 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

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- 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
- Adverse Childhood Experiences

## 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.)

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 → Targeted SEND Support → Specialist SEND Support → Request for Education, Health and Care (EHC) Needs Assessment → EHC Plan.

### Step 1(a): Quality First Teaching (QFT)- whole school/class approaches

Quality First Teaching means high quality inclusive teaching (including differentiation) together with our whole school processes for assessing, tracking and monitoring progress. It provides appropriate learning opportunities to all children whatever their needs. It is the first step of the Graduated Approach when supporting children who have, or may have, SEND.

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. Staff knowledge and understanding of SEND is a key factor to QFT.

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 dysregulated behaviour which becomes persistent and more distressed and/or oppositional and does not respond to the behaviour management strategies usually employed by the school.

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Advice at this stage may initially be sought from the SENDCO. However, the first step in responding to a possible SEND is a child-centred approach to address their needs and includes ensuring focused:

- continued high quality teaching in the classroom
- appropriate differentiation designed to respond to the strengths and needs of the pupil **and**
- the implementation of clear additional appropriate QFT Strategies and/or reasonable adjustments to help remove any barriers to learning e.g. agreeing consistent routines and boundaries

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 the Senior Leadership Team (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.

## Step 1(b) 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 SENDCO 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 SENDCO 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 QFT and 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.

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## Step 2: Targeted SEND Support

If a child has received QFT, differentiated teaching and learning experiences, but has not made the expected progress and requires additional support in school, Targeted SEND Support is offered.

The adaptations and additional support made continue to be delivered by school and can include:

- Small group support
- Booster classes
- Adult support e.g. break and dinner times
- Use of the termly assess, plan, do, review process to which parents/carers are invited

## Step 3: Specialist SEND Support

Placement of a pupil at this level occurs **IF** Targeted SEND Support is not sufficient to meet a child's SEND. The child continues to require 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 dysregulated behaviour, which substantially and regularly interferes with or impedes 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 SENDCO after full consultation with the parents/carers.

Specialist SEND Support does not mean that a child will be accessing specialist provision or any specific specialist service but it is likely the SENDCO has made the decision to involve external agencies e.g. Educational Psychology, SLT to provide more specialised assessment and advice to the support cycle.

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

Specialist SEND Support might include:

- 1:1 intervention programmes
- Specialist advice



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- Training for school staff to better understand and support the child
- Specialist equipment

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.

## Request for EHC Needs Assessment

The school will request an EHC Needs 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 and has needs which require support and intervention above and beyond Specialist SEND Support

An EHC Needs Assessment may be requested by parent/carers or school. The Needs Assessment may or may not lead to an Education, Health, Care Plan.

## 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 SENDCO 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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## The SEND Register

The SENDCO maintains a register of pupils identified through the Graduated Approach. 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 can be found in the School SEND Information Report.

## Assessment and Monitoring:

Teaching SEND is a whole-school responsibility and all staff are expected to have knowledge and understanding of SEND. 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 SEND Support or has an EHC Plan.

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

The ongoing evaluation and monitoring arrangements in place at Becket Primary promote an active process of continual review and improvement of provision for all pupils.

Further information can be found in the School SEND Information Report

## SECTION 5

### Supporting Pupils and Families

**The LA Local Offer:** Derby City Council has produced an on-line information hub which provides guidance and advice on services for 0-25 year olds with SEND ([www.derby.gov.uk/senlocaloffer](http://www.derby.gov.uk/senlocaloffer))

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Derby SEND Information Advice and Support Service (SENDIASS) offers free confidential, impartial information, advice and support for parents/carers, children and young people up to the age of 25 years old about SEND ([www.derby.gov.uk/sendiaass](http://www.derby.gov.uk/sendiaass))

**The SEND Information Report** – this provides a range of information outlining how we support pupils with SEND at Becket including the KS1 Nurture Group ([www.becket.derby.sch.uk](http://www.becket.derby.sch.uk))

**Parent/Carer Leaflet** – this provides a brief summary of SEND provision at Becket Primary School ([www.becket.derby.sch.uk](http://www.becket.derby.sch.uk))

## 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 SEND and may have an 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.

Further more detailed information can be found in our Policy for Supporting Pupils at School with Medical Conditions and question 10 (Frequently Asked Questions) in the School SEND Information Report ([link](#))

## SECTION 7

### 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. All staff are expected to have knowledge and understanding of SEND.

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 SENDCO 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 SENDCO holds a Master of Education in Special Needs and Inclusive Education, is a Specialist Leader in Education (SLE) for SEND and Nurture practice and is also a Thrive Licensed Practitioner and Thrive Family Course Leader and continues to attend appropriate SEND training and local Network meetings.

The school also subscribes to a number of SEND CPD resources to ensure the SENDCO and staff are provided with up-to-date information and research findings.

Becket Primary is a member of the National Association for SEND (NASEN) which provides access to high quality information, support and advice.

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Becket Primary School holds the Inclusion Quality Mark (2014-17 and 2017-2020)

## SECTION 8

### Roles and Responsibilities

All staff are responsible for providing support for children with SEND within school and are accountable for their progress. Additional information can be found in the SEND Information Report

The level of responsibility is determined by the role of the staff member as follows:

#### Class teachers:

- ✚ Are at the heart of the new SEND Support system, driving the movement around the 4 stages (assess, plan, do, review) of action with the support and guidance of the SENDCO
- ✚ Focus on desired outcomes of SEND Support for the child
- ✚ Are responsible for meeting special educational needs – use the SENDCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement
- ✚ 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 Teaching Assistants (TAs), a Learning Mentor (LM) and Lead Pastoral Support Practitioner (LPSP) to support individuals and groups of children with SEND. The SENDCO monitors this work.

- ✚ The TAs, LM and LPSP are part of the whole school approach to SEND working in partnership with the classroom teacher and SENDCO 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 SEND 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

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- ✚ Liaise with the Designated Teacher for Safeguarding 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

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

## SEND Governor:

- ✚ Keeps the Full Governing Body informed of SEND provision in school
- ✚ Monitors 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
- ✚ Takes 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 SENDCO)

**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 9

### SEND Policy Review

Our practice and policy in SEND is reviewed within the following minimum (annual) and maximum (bi-annual) timelines. The outcomes of the review are used to inform the School Improvement Plan.

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## SECTION 10

### 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 and in line with GDPR requirements.

Information about a child and their SEND may need to be shared with other agencies e.g. Educational Psychology and Health. In these instances, permission of the parent/carer is first obtained. Information is sent via letter or secure email.

## SECTION 11

### Complaints and Resolving Disagreements

Becket Primary School is committed to resolving disagreements between parents/carers, pupils and the school.

The school's Complaints Policy is published on the school website detailing how complaints will be handled.

Complaints in relation to EHC Plans and serious complaints or disagreements about the SEND provisions being provided to a pupil which have not been resolved are explained in Section 12 below.

## SECTION 12

### SEND Tribunal

All disagreements about an EHCP will be attempted to be resolved as quickly as possible, without the pupil's education suffering.

In all cases, the school's Complaints Policy will be followed, allowing for a complaint to be considered informally at first.

Following a parent/carer's serious complaint or disagreement about the SEND provision provided to a pupil, the school will contact the LA immediately to seek disagreement resolution advice regardless of whether an EHCP is in place.

Where necessary the Head Teacher will make the relevant parties aware of the disagreement resolution service.

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In the Early Years Foundation Stage, parents are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice 0-25years.

Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school.

If disagreements are not resolved at a local level, the case will be referred. The school will fully cooperate with the LA by providing any evidence or information that is relevant. All staff involved in the care of the pupil will cooperate with parents to provide the pupil with the highest standard of support and education.

## SECTION 13

### Legal Framework

1.1 This policy has due regard to all relevant legislation including, but not limited to, the following:

Children & Families Act 2014

Health & Social Care Act 2014

Equality Act 2010

Equality Act 2010 (Disability) Regulations 2010

Education Act 1996 & 2002

Mental Capacity Act 2005

Children Act 1989

Special Educational Needs & Disability (Amendment) Regulations 2015

Special Educational Needs (Personal Budgets) Regulations 2014

Local Government Act 1974

Disabled Persons (Services, Consultation & Representations) Act 1986

Data Protection act 2018

The General Data Protection Regulation 2018

1.2 This policy has due regard to statutory & non-statutory guidance including, but not limited to, the following:

DfE (2015) Special educational needs and disability code of practice: 0-25 years

DfE (2017) Supporting pupils at school with medical conditions

DfE (2020) Keeping children safe in education

DfE (2018) Working together to safeguard children

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DfE (2018) Mental health & wellbeing provision in schools

DfE (2015) School admissions code

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

Teachers Standards 2012

1.3 This policy operates in conjunction with the following school policies:

Equality Objectives Statement

Schools SEND Information Report Regulations (2014)

Curriculum Statement

Discipline and Behaviour Policy

Safeguarding Policy

Nurture Group Policy

Physical Intervention Policy

Supporting Pupils at School with Medical Conditions Policy

Intimate Care Policy

Accessibility Plan

Mental Health & Well-Being Policy

Data Sharing Policy

Confidentiality Policy (GDPR Compliant)

Anti-Bullying Policy

Admissions Policy

Complaints Policy

LAC Policy