



Special Educational Needs and Disability (SEND) Policy

Beam County Primary School

Approved by:

Date:

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Spring 2025

Next review due by:

Spring 2027



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Special Educational Needs and Disability (SEND) Policy

Beam County Primary's Special Needs Coordinators are Miss K. Mooney (SENCo) & Mrs A. Gholampour (Deputy SENCo). We are also fortunate to have additional SENCo support via Mrs V. Kinsella, who is currently leading on EHCP requests and reviews.

If you have a query relating to SEND you are invited to contact Miss Mooney or Mrs Gholampour via the school office on 0208 270 4700.

1. INTRODUCTION

Beam County Primary School is committed to providing an appropriate and high -quality education to all of our pupils. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Beam County Primary School is committed to inclusion. Part of the school's aim is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. Our response will consider the best ways in which to meet children's needs and enable them to make good progress.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment, and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs



- learners who are disabled
- those who are gifted and talented.
- those who are looked after by the local authority.
- others such as those who are sick; those who are young carers; those who are in families under stress.
- any learners who are at risk of disaffection and exclusion

Our school is staffed by a team of qualified teachers and learning support assistants (LSAs). The whole team at the school is committed to providing a welcoming and stimulating environment to support the needs and develop the learning of the children and families in our community. Every child and family in our community is valued and diversity is celebrated.

This policy describes the way we meet the needs of children who experience barriers to their learning. These may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age, and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

MISSION STATEMENT FOR BEAM COUNTY PRIMARY

At Beam County Primary School, we pride ourselves in providing opportunities that allow every child to develop to their full potential. We value all children as individuals, recognising that they have a range of needs and abilities and aim to ensure that every child feels that they are a respected part of our school community. We have high expectations of all children and promote an ethos of 'achievement for all' through the removal of barriers to learning and participation. We provide support for children who are identified as having special educational needs, in order to empower them to succeed.

We aim to promote early identification of children who have SEND in order for them to reach their potential and hope to work in close partnership with parents to achieve this.



Class teachers work in partnership with parents, and where necessary other agencies, to ensure that children with SEND are provided with an individually tailored education that will facilitate the best possible progress.

We recognise that access to inclusive, highest quality teaching is a priority for all children – this is considered to be Universal or Wave 1 of our support for learning. Targeted or Wave 2 support, includes additional interventions to enable children to work at age related expectations. Specialist or Wave 3 incorporates our SEND interventions which are additional and highly personalised.

At our school, we recognise that true inclusion is about equity, not just equality. A socially just education system ensures that every child receives the right level of support to access high-quality learning, rather than assuming that the same provision works for all pupils. We do not see alternative provision as segregation but as a means of ensuring fairness—giving pupils what they need to make progress.

Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational and personal outcomes.

INCLUSION STATEMENT

Beam County Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers, and with the community. We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. We recognise the entitlement of all pupils to a balanced, broadly based curriculum. However, at the heart of our approach is the awareness that some pupils may learn differently, so whilst we accept the desirability of providing a broad and balanced curriculum, we consider that it must be wholly appropriate to the needs of each learner.

Our SEND policy reinforces the need for highest quality teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.



Aims and Objectives of this Policy

1. To ensure the SEND Code of Practice and other guidance are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through adapted planning by class teachers, SENCo, and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to adapted classroom provision, for those pupils requiring SEND Support.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND, and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we can meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy, and social independence to meet the demands of secondary school life or the next phase of their learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.



Definition of Special Educational Needs and Disability

'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 him or her'.

A child of compulsory school age or a young person 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 or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...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 and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.'

(SEND Code of Practice: 0-25 years (2015), pp. 15)



2. ADMISSION ARRANGEMENTS

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children, and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

3. MANAGEMENT OF SEND WITHIN SCHOOL

All teachers are teachers of pupils with SEND.

The governing body has delegated the responsibility for the day-to-day implementation of the SEND policy to the school SEN Co-ordinators (SENCOs) who each have Qualified Teacher Status and have successfully completed the NASENCo qualification. The management of SEND is supported by the Senior Leadership Team and administration staff.

All school staff have a responsibility for pupils with SEND in their classes and must ensure highest quality teaching with adaptations and personalisation to meet pupils' needs. Staff must be aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health, and Care Plan, (EHCP).

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

(SEND Code of Practice: 0-25 years (2015), pp.25)

A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants/ Learning Support Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs/LSAs is pupil centred and decisions with regard to this are made by the Senior Leadership Team.

The class teacher:

- identifies that a pupil may have special educational needs through the school's usual assessment procedures.



- completes a SEND Support Request form following liaison with parents (for pupils not already identified on our SEND list), as per the schools SEND Guidelines Document.
- ensures that highest quality teaching considers the needs of all pupils in the class and is adapted appropriately.
- plans the learning for each pupil using a Personalised Provision Plan in collaboration with pupils and parents.
- reviews Personalised Provision Plans once per term in collaboration with pupils and parents.
- supervises any support (such as non-teaching staff) involved in the learning of their pupils;
- assesses and records whether progress has occurred using PIVATS and/or the school's usual assessment procedures where appropriate.

Special Educational Needs and Disabilities Co-ordinator (SENCo):

- oversees the school's special educational needs and disability policy.
- advises teachers on how pupils might meet planned learning objectives.
- co-ordinates some provision for pupils with special needs.
- informs all necessary staff of a pupil who has specific needs e.g., medical need.
- meets with class teachers to discuss pupils with special educational needs.
- advises on specific programmes for pupils with special educational needs.
- oversees the records kept by class teachers on all pupils with special educational needs.
- maintains SEND and medical list.
- liaises and works in partnership with the parents of children with special educational needs.
- contributes to the training of staff and governors.
- liaises and works in partnership with external agencies, including the Educational Psychology Service, Speech and Language Therapy, Education Inclusion Team, Behaviour Support Service, Child Protection Service, Health Education Service, Hearing Impairment Service, Access and Attendance, Parents in Partnership and medical services;
- monitors the progress of pupils with SEND in conjunction with class teachers and the leadership team;
- liaises with other schools regarding transition of children with special educational needs including newly arrived pupils;
- refers and informs parents of other relevant services.

Head teacher's responsibilities

The Head teacher is responsible for:

- the day-to-day management of the provision of pupils with SEND



- keeping the governing body fully informed about provision and issues relating to SEND
- working closely with the governing body and collaborating over their responsibilities

Governors Responsibilities

The governing body is responsible for:

- determining the school's general policy and approach to provision for pupils with SEND
- establishing the appropriate staffing and funding arrangements
- maintaining a general oversight of the school's work on behalf of children with SEND
- reporting annually to parents on the school's SEND policy.

4. IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2015:

- Communication and Interaction (C and I)
- Cognition and Learning (Cog)
- Social Emotional and Mental Health (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man.



There are clear SEND Guidelines in place to advise staff with regard to their concerns regarding, and/ or response to SEND which are as follows:

SEND Guidelines

What should I do when I have concerns about a child's learning or development, or I require support from the SENCo?

The first response at a class level should be Quality First Teaching (QFT), planning and assessment, ensuring that adaptations are made in line with the EEF 'Five-a-day': https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf.

If concerns remain after the implementation of strategies and classroom interventions, and a review of their impact, then please follow the steps below. Please note, a review cycle is typically one term, but this can be shortened if there are significant concerns:

1. Discuss your observations and concerns with the pupil's parent/carer. The SENCo or a member of SLT will support you with these conversations if needed.
2. Complete a SEND Support Request Form, including details of the parent view; the pupil view (where possible); your observations; assessment information and proposed next steps:
<https://forms.office.com/Pages/ResponsePage.aspx?id=noiJDDX00EWYayGZ58m1XxBZB2TNGqRDkSxV3erT6x5URU5aQ1dCSEFNRF2S0JCRzFETVhNV1NLUS4u>
3. Upload the completed form to CPOMS for the pupil records, and add the SENCo team to the CPOMS alert.
4. Use CPOMS and an ABC Log (if appropriate) to continue to record any behaviours/ concerns/ conversations that may provide further support towards a referral to other professionals/ agencies.
5. Class teacher, SENCo, and parent to liaise further to action any agreed onward referrals or assessments. The child may be added to the SEND list at this stage. Parents should be advised of this.
6. At this point, class teachers **must** create a *Personalised Provision Plan* for the pupil using the appropriate template on Provision Map. This should summarise the child's needs and how they may best be supported in order to make progress from their individual starting points. This should be written in the pupil voice and with input from the pupil and parents, where possible.
7. The Personalised Provision Plan should detail **provision** on offer to the child that is **additional and different to** what is otherwise available within school provision. Provision should include recommendations from any professionals involved with the pupil, and information from Section F of



an EHCP (if the pupil has an EHCP). Provision may include tailored strategies, resources or interventions deemed necessary to address a pupil's unique needs.

8. Our rationale for shifting away from SMART targets is that such targets can sometimes fail to provide the dynamic and responsive approach needed to ensure meaningful progress. Instead, we recognise that progress should be embedded as a central goal, with targets being identified within lessons or contexts on a daily basis. The primary focus for pupils is to ensure that they are supported with the appropriate provision they need to make progress from their individual starting points.
9. A Personalised Provision Plan must be reviewed **TERMLY** with the parent/ carer during parents evening or another meeting arranged by the class teacher. This is a statutory requirement for children with SEND. Where appropriate, the child should be invited to attend the review meetings.
10. Annual review meetings for children with EHCPs will be arranged by the SENCo.

Which children need a Personalised Provision Plan?

All children on our school SEND List (K and E code) who require support that is additional to and different from what is ordinarily available through QFT, must have a Personalised Provision Plan. Personalised Provision Plans document our 'Graduated Response' to support children with SEND, and will encompass our 'assess, plan, do, review' (APDR) cycle. They should consider advice from any and all professionals involved with the pupil, and reflect any recommendations set out in professional advice, reports, or EHCPs.

How will progress be measured?

Usual internal and statutory assessment measures will be used in most cases. Where children are considered to be at a level that is two or more years below their chronological age, PIVATS may also be used to track progress. The Engagement Model and Pre-Key Stage Standards will be utilised for statutory reporting when pupils are working below the overall standard of the national curriculum tests and assessments. We will also consider qualitative data such as observations of pupil interactions at playtime, for instance.



The SENCo works closely with the senior leadership team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs:

- The analysis of data, including EYFS baseline and end of EYFS data, statutory assessment data, reading ages, annual and termly pupil assessments
- The use of our local authority SEN criteria
- The following up of teacher concerns
- following up parental concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENCo maintains a list of pupils identified through the procedures listed; this is called the SEND list. This list is reviewed each term when a detailed analysis of assessment data and information from Provision Plan reviews, takes place. For some pupils a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

5. CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers **must** adapt planned teaching and learning.

They must work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The range of provision may include:

- Adapted provision in class using the EEF Five-a-day approach
- in class support for small groups with an additional teacher or Teaching Assistant/ Learning Support Assistant
- small group withdrawal with teacher or TA/LSA



- individual class support / individual withdrawal
- further adaptation of resources
- targeted interventions
- Provision of alternative learning materials/ special equipment
- Staff development/training to undertake more effective strategies
- Access to specialist services for advice on strategies, equipment, or staff training

6. MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is considered to be that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills

7. RECORD KEEPING

The class teacher will record the steps taken to meet pupils' individual needs through a Personalised Provision Plan. At the end of every term, they will assess children using the school's usual assessment arrangements and/or PIVATS assessments. These will be saved to Go4Schools for the SLT team and SENCo to access. In addition to the usual school records, the pupil's Personalised Provision Plan will include:

- Information from parents
- Information from pupil (if appropriate)



- Information on progress and behaviour
- Information from other agencies

8. PERSONALISED PROVISION PLANS

All pupils on our SEND Support list will have Personalised Provision Plans setting out any provision made that is additional to and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan. In subjects where all children have curriculum targets these may be used to inform the Personalised Provision Plan. The Personalised Provision Plan will record only that which is different from or additional to the normal adapted curriculum, and will concentrate on provision that closely matches the pupil's needs in order for them to make progress from their individual starting points. The Personalised Provision Plan will be created through discussion with both the pupil and the parent or carer.

8.1 Reviewing a Personal Learning Plan

Personalised Provision Plans will be reviewed once per term with the inclusion of parents, carers and pupils' views. Review meetings should consider what has worked well and what may not have worked so well and determine next steps. Children's academic progress should be noted and PIVATS scores for aspects of personal and social development should be considered, where appropriate.

9. CODE OF PRACTICE GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support list.

The class teacher **will remain responsible** for planning and delivering individualised programmes. Parents will be informed of the action and results.

Placement of a pupil on the SEND list will be made by the SENCO after a consultation has taken place between class teacher and parents/ carers, and/or SENCo and parents/ carers. External



support services may advise on provision for a new Personalised Provision Plan and provide specialist input to the support process.

Personalised Provision Plan intervention will usually be triggered when despite receiving QFT and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels (or equivalent) considerably lower than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved.

The resulting Personalised Provision Plan may incorporate specialist strategies. These may be implemented by the class teacher or involve other adults

9.1 Requests for Statutory Assessment

The school will request a Statutory Assessment from the Local Authority (LA) when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

The school will have the following information available:

- Records from past interventions
- Current and past Personalised Provision Plans
- Records and outcomes of reviews undertaken
- Information on the pupil's health and relevant medical history
- Assessment information



- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

9.2 Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop provision that is:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in a Personalised Provision Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

9.3 Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCo will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher



- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENCo or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase Transition Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send them, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

10. PARTNERSHIP WITH PARENTS/CARERS

The school aims to work in partnership with parents and carers. If you have a SEND query you are invited to contact Miss Mooney, Mrs Gholampour or Mrs Kinsella.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education



- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing provision for the child relevant to school and home
- making parents and carers aware of our Parent Support Advisor (PSA) services
- inviting parents to SEN coffee mornings which are coordinated by Miss Mooney and Mrs Gholampour.

11. INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- share in individual target setting across the curriculum
- self-review their progress and set new targets where appropriate



In addition, pupils who are identified as having SEND are invited to participate in:

- Personalised Provision Plan reviews and identification of provision to support them to make progress
- Regular meetings with named adults
- Where appropriate, working with other professionals
- Annual reviews

12. SPECIAL PROVISION

The school has the following special facilities:

- Newly fitted hygiene room with shower
- Changing facilities including full size, electric height adjusting changing bed
- Wheelchair access in the new building including ramps and lift.
- Disabled toilets with handrails.
- Blinds and curtains in classrooms to reduce glare. (Important for lip-reading)
- Atlantis Room, Apollo Room and Sensory Garden which includes specialist resources to support communication and interaction needs
- Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations

13. LINKS WITH EDUCATION SUPPORT SERVICES

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Support list any one or more of the following agencies may be involved: Educational Psychologist, Speech and Language Therapist, School Nurse, Health Visitor and LBBB Specialist Advisors



14. LINKS WITH OTHER SERVICES AND SCHOOLS

- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENCo as to the purpose of each visit.
- School employs a private Educational Psychologist, in order to offer additional support and assessment for pupils who need this.
- School employs a private Speech and Language Therapist to support the needs of children within our school.
- Teachers from the Sensory Impairment Team work in school to support children, both with and without EHCPs, who have hearing impairment. The specialist teachers work directly with children. Class teachers plan alongside these specialist teachers who also contribute to Personalised Learning Plan reviews. The school is also able to use the expertise of the staff from the Joseph Clarke Service for Visually Impaired pupils.
- The SENCo liaises frequently with a number of other outside agencies, for example:
 1. NHS SALT
 2. Community Paediatrician
 3. Health Visitors
 4. Social Services
 5. Attendance Officers
 3. School Nurse
 4. Community Paediatrician
 5. Health Visitor
 6. Speech Therapy
 7. Physiotherapy
 8. Occupational Therapy
 9. Advisory staff
 10. Educational Psychology Service
 11. Hospitals
- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCo, and referrals will be made as appropriate.



- Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the Designated Safeguarding Lead, if there is a concern they would like discussed.
- There are many voluntary organisations supporting SEND. Parents/carers will be given details of these groups on request or as appropriate during SEN Coffee Mornings or other meetings.
- Parents/carers are informed if any outside agency is involved.

15. THE SCHOOL'S ARRANGEMENTS FOR SEND AND INCLUSION IN-SERVICE TRAINING

- The SENCo attends regular network meetings to update and revise developments in Special Educational Needs, Disability and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through INSET by the SENCO and other outside professionals.
- All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified, either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training where this is appropriate.
- Staff are encouraged to maintain 'Continuing Professional Development' records to document training and highlight training needs.
- All staff, including LSAs, are involved in annual performance management meetings.



16. SAFEGUARDING AND WELL BEING

It is, of course, a statutory duty for trusted adults to safeguard every child effectively. This can present a different type of challenge in an environment where a child may have special educational needs or disabilities.

Staff must:

- Understanding the specific safeguarding needs and vulnerabilities of pupils with SEND. This can include being vigilant about changes in the child's behaviour or presentation for instance, when language may be a barrier to the child communicating their needs or worries to a trusted adult.
- Ensure there are effective approaches for engaging pupils with SEND in safeguarding discussions.
- Build awareness of SEND and demonstrate sensitivity in safeguarding practices.
- Collaborate with families of pupils with SEND and other agencies.

There should be a child-centred and coordinated approach to safeguarding:

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children.

2. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

4. All staff should be aware that children may not feel ready, know how, or be able to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead if they have concerns about a child. It is also important that staff determine how best to build trusted relationships which facilitate communication with children and young people.



17. SEND and EAL:

- Some children with SEND may also have English as an additional language (EAL), and in such cases, children may access school SEND provision, in addition to EAL support.
- Children with SEND and EAL will be identified as part of normal assessment procedures, as identified in this policy.
- Children with SEND and EAL may also be assessed termly using PIVATS, where each step of their progression will be acknowledged and celebrated.

We recognise that SEND may impact a pupils' learning of their home language as well as English. Therefore, individual consideration will be given as to the appropriateness of using the Bell Foundation Proficiency Assessment for pupils with co-occurring SEND that impacts wider language development. This will be determined on a 'case-by-case' basis and following robust assessment. In some instances, pupils may be 'disapplied' from the Bell Foundation Framework Assessment.

18. RESOURCES

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy.

19. COMPLAINTS

Please see the school's Complaints Procedure available on the school's website.

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the class teacher, followed by the SENCo and then Head Teacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

Please note that appeals and complaints about decisions taken by the local authority should be made to that body. The school's complaints procedure cannot be accessed to resolve such complaints.



20. REVIEW OF THE SEND POLICY

This policy was developed through consultation with staff, parents, carers, and pupils. The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

This Policy was updated March 2025

Head Teacher *T. Whitington*

SENCo *K. Mooney & A. Gholampour*

SEND Governor *P. Willis*