



Beech Green Primary School

'Respect Achieve Belong'

Special Educational Needs and Disabilities Policy (SEND) 2026 – 2027

Rationale

“All children and young people are entitled to an education that enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives; and
- Make a successful transition into adult hood, whether into employment, further or higher education or training”

(DfE Special Educational Needs Code of Practice)

Beech Green school values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All children with Special Educational Needs and Disabilities (SEND) are valued, respected and equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of SEND. The Governing Body, Head Teacher, Special Educational Needs Coordinator (SENCo) and all other members of the staff have important responsibilities.

Aims

Overall aim: For all children and young people with SEND to reach their full potential in a supportive environment that prepares them well for adult life and allows them to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

At Beech Green, we aim:

- To ensure that all children are supported in a learning environment, which allows them to reach their greatest possible potential, whatever that might be.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To develop self-esteem and self-worth for all pupils through considering the views and wishes of all pupils.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate.
- To ensure that the needs of pupils with SEND are identified early, assessed, provided for and regularly reviewed.

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- To work within the guidance provided in the SEN Code of Practice (CoP) 2015.
- To provide a SENCo who will work with the SEND Policy and guide staff.
- To provide support and advice for all staff working with pupils with Special Educational Needs.

Definition of Special Educational Needs

The school recognises that, while all children have **individual** learning needs, a minority of children will have **Special Educational Needs**. As a school we closely follow the guidelines set out by the SEN Code of Practice.

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post – 16 institutions.

A child under compulsory school age has special educational needs if he or she is likely to fall within (a) or (b) 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).
(DfE Special Educational Needs Code of Practice)

Special Educational needs falls into four broad categories:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (previously Behaviour, Emotional and Social Development)
4. Sensory and/or Physical

Some children may fit clearly into one of these categories, whereas some may cover two or more areas. Assessment will take place to ascertain an accurate detail of a child’s specific needs.

There are different categories which may impact on a specific child’s attainment and progress but they are **not** considered SEND. These include

- Attendance and Punctuality
- Health and Welfare

- English as an Additional Language (EAL)
- Being in receipt of a Pupil Premium
- Being a Looked After Child (LAC)
- Being a child of Serviceman/woman
- Being a Traveller

Admission Arrangements

The Head Teacher is responsible for the admission arrangements which accord with those laid down by the Local Education Authority. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs and disabilities, as well as identifying and providing for those not previously identified as having SEND. Parents of children who have an Education, Health and Care plan (EHCP) have a right to ask for a particular school or college to be named in the EHCP (section I). These admissions procedures are separate to the rest of the school and need to be completed through casework. Parents of children with an EHCP are required to contact their child's caseworker to discuss this.

Practice at Beech Green Primary School

The SEND code of practice (2015) states that all children and young people are entitled to an appropriate education that enables them to:

- achieve their best;
- become confident individuals living fulfilling lives; and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching differentiated for individual pupils, is the first step in responding to pupils who may have SEND.

At Beech Green, most pupils with SEND are taught for the majority of time with their peers in their main classrooms. They are taught by their class teacher studying the curriculum appropriate for their age. Where necessary, pupils are taught in smaller groups or 1:1 with a Teaching Partner. Teaching Partners are supported by classroom teachers and the SENCO when adapting the curriculum to meet an individual pupil's needs.

Programmes of intervention offered are for a fixed length of time, with regular assessments throughout. Interventions are monitored closely to measure impact and to ensure they are benefiting the pupil and supporting them to make progress. Teaching Partners vary their intervention timetables so that children do not repeatedly miss the same lessons over a long period of time. Staff are aware of the potentially negative impact of withdrawal sessions. However, we feel that potential negative effects are far outweighed by the positive effects to children in need of small group or individual support. Short-term interventions are delivered to pupils with and without SEND, as the need arises.

Enhanced Provision

Whilst the majority of pupils with SEND are educated in their mainstream classes, we also have an Enhanced Provision class at Beech Green. This has been developed in line with a specialist provision approach for children who have an EHCP and high level of support needs that are mostly working significantly below their age - related expectations. This means they are unable to access the mainstream teaching, even with the support of adaptive teaching approaches, adapted resources and additional adult support. These children follow an EYFS/KS1 curriculum that is adapted to their specific learning needs and taught at a much slower pace with opportunity for repetition and rehearsal to embed learning. This approach enables them to access their curriculum and make steps of progress. Children maintain links with their class teacher and mainstream classes in a way that best meets their needs.

Identification and The Graduated Response (Assess, Plan, Do, Review)

The SEND Code of Practice (2015) highlights that early identification and intervention is key to supporting the needs of pupils with SEND. The school aims to identify children with SEND as soon as possible after they arrive at the school, whether starting in Reception or moving from another school.

At Beech Green Primary School, children are identified as having SEN through a variety of ways, usually a combination, which may include some of the following:

- Liaison with pre-school /previous school
- Child performing below age-expected levels or equivalent
- Concerns raised by parent / carer
- Concerns raised by teacher, for example, behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/sensory issue, Speech and Language
- Health diagnosis, such as through a paediatrician
- Use of tools for standardised assessment such as: Sandwell Numeracy Test or YARC
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision made by the Local Education Authority.

Teachers and Teaching Partners review and assess children and their needs regularly. Should a Class Teacher or Teaching Partner think there is an issue this will be raised with the school's Special Educational Needs Coordinator (SENCo).

Once a potential SEND is identified, the Assess, Plan, Do, Review (ADPR) cycle is implemented.

The Graduated Response:

Assess: Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved will be obtained and appropriate evidence-based

interventions identified, recorded and implemented by the class teacher with advice from the SENCo.

Do: SEND support will be recorded on a plan that will identify a clear set of SMART targets (Specific, Measurable, Agreed, Realistic and Timed) and expected outcomes, and a review date will be agreed.

Review: Progress towards these outcomes will be tracked and reviewed regularly. We meet with Parents of pupils 3 times per year, usually in line with our whole-school parents evenings.

Types of plan

My Plan

If a child is not making adequate progress it may be necessary to take action and provide interventions that are in addition to or different from those provided as part of the schools usual differentiated curriculum.

At this stage evidence is gathered by the class teacher together with the SENCo and parents and the nature of additional help would be decided. The class teacher would continue to be responsible for working with the child on a daily basis, planning targets to put on the child's My Plan. The SENCo works collaboratively with the class teacher and teaching partners in writing individual pupil outcomes.

Review

Plans are monitored and updated on a regular basis, three times per year. Draft plans are shared with parents and pupils and an extended parents meeting is encouraged between parents and class teachers, to ensure parents are fully involved.

My Plan+

If a child continues to make little or no progress a request may be made for help from external services. This decision will be taken by the SENCo, and the class teacher, in consultation with parents. Parents and SENCo will complete the 'My Assessment' document which will include an outline of any actions to be taken, such as referrals to external agencies. Although it will vary, external agencies will usually see the child, advise on targets, provide more specialist assessments and measure pupils progress. Some agencies may also choose to work with the child on a one-to-one basis or provide support for parents.

Review

Plans are monitored and updated on a regular basis. If it is felt that a child is making progress within school resources, with the support of an external agency they will continue on a My Plan. However, if a child is deemed to need more external support then a My Plan+ will be written. My Plan+ documents are reviewed by class teachers, overseen by the SENCo. Parents are offered opportunity to meet with class teachers three times per year, usually in-line with parents evenings.

EHCP (Educational Health Care Plan)

Sometimes, a child or young person's needs are more complex, or they need a higher level of support that is not usually available from their education setting's own resources.

In these situations, the local authority may carry out an Education, Health and Care (EHC) Needs Assessment to understand their needs in more detail. If the assessment shows that additional specialist support is needed, an Education, Health and Care Plan (EHCP) may be issued.

An EHCP is a legal document that describes a child or young person's needs, the outcomes they are working towards, and the education, health and social care support required to help them achieve those outcomes.

Request for Education and Health Care Plan (EHCP)

Information is gathered by the SENCo, external specialists and the use of attainment, attendance and My Plan+ records to identify if a child demonstrates continued cause for concern. The information gathered is used as evidence to send to the Local Authority, who will decide whether an EHCP is appropriate.

Whilst this process is taking place the child will continue to be supported by the school at a My Plan+ level.

Alternatively, an EHCP request can be made by parents themselves.

Children with an EHCP

An EHCP is a legal document for children and young people up to the age of 25 that brings together their education, health and social care needs. It describes:

- The child or young person's strengths, needs and aspirations.
- The support required to meet those needs.
- The outcomes they are working towards.
- The school, college or educational setting they attend.

The purpose of an EHCP is to ensure that everyone involved is working together to help the child or young person achieve the best possible outcomes and prepare for adulthood.

Review

EHCPs are reviewed on an annual basis. This is carried out by the SENCo, the child's class teacher, the parents, an LEA representative, if appropriate, and all professionals involved with the child. During the review, consideration would be made about whether the child has made progress over the last twelve months and whether amendments need to be made to the existing document. Interim reviews are held and new outcomes are mapped in similar fashion to My Plan + documents, highlighting progress made and identifying next steps. Parents are encouraged to support decision making and share their thoughts throughout the process.

Equality of opportunity

"A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many

cases, such planning will mean that these pupils will be able to study the full national curriculum. The SEN Code of Practice includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice outlines what needs to be done for them.”

(The National Curriculum, 2014, page 8)

At Beech Green Primary School we are committed to Equality of Opportunity and aim to create the right environment for all pupils’ academic success regardless of ethnicity, gender, disability, attainment and social background. There is a shared expectation that an inclusive curriculum that sets and maintains high standards should provide opportunities for all pupils to develop to their fullest potential. Equal access to a broad and balanced curriculum is achieved through provision that is tailored to the needs of individual children. Pupils with special ability are challenged through teacher expectation, adaptation of tasks and involvement in project work in order that they develop further. Only resources that are free from bias, and where possible those which present positive, pro-active images, are used as teaching material.

Roles and Responsibilities

The governing body:

- maintains a general oversight of the school’s work;
- appoints a SEND governor to take a particular interest in and closely monitor the school’s work on behalf of children with SEND;
- consults the LA and the governing bodies of other schools, when it is necessary or desirable, in the interests of coordinated special educational provision in the area as a whole;
- publishes the SEND information report and SEND policy on the school website and reviews annually
- ensures that a qualified teacher with an appropriate SENDCO qualification is responsible for SEND provision across the school.

The Headteacher:

- has overall responsibility for policy and practice in respect of children with SEND;
- establishes the appropriate staffing and funding arrangements;
- has responsibility for the strategic management of all aspects of the school’s work, including provision and safeguarding for children with SEND;
- keeps the governing body fully informed of SEND matters in the school;
- works closely with the SENDCO and link SEND governor.

The SENCo:

The SENCo is a qualified teacher and holds the National Award in Special Educational Needs Coordination;

- has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual children with SEND, including those who have EHC plans;
- provides professional guidance to colleagues and will work closely with staff, parents and carers, and other agencies;

- is aware of the provision in the Local Offer and works with professionals providing a support role to the family to ensure that children with SEND receive appropriate support and high-quality teaching;
- Maintains the school's SEND register and oversee the records on all pupils with educational needs
- Identifies and organises relevant training of staff
- liaises with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- is a key point of contact with external agencies, especially the LA and LA support services;
- works closely with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- works with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;

Teachers

- are responsible for notifying the SENCo of any concerns they have for any children in their class, which may indicate a special educational need or disability;
- are responsible for teaching children with SEND in their class using appropriate strategies and materials;
- are a primary point of contact for parents of children in their class;
- build and maintain positive working relationships with parents and professionals;
- in consultation with the SENCo draw up provision for pupils with SEND;
- set appropriate outcomes for the children to work towards and ensure these are reviewed regularly;
- work with outside agencies and implement strategies/resources advised to ensure progress for pupils in their class;
- maintain records to show the progress of children with SEND;
- attend and/or contribute to meetings in respect of pupils in their care;

Teaching Partners

- support the delivery of Quality First Teaching;
- assist the class teacher in meeting the needs of all pupils, including those with SEND;
- provide targeted support for children with SEND under the direction of the class teacher and SENCo;
- develop positive working relationships with parents and professionals;
- assist with the recording, monitoring and evaluation of pupils' progress;
- attend relevant meetings, including annual review meetings, and undertake appropriate INSET training;
- foster independence in learning and managing physical needs;
- support pupils to access the whole curriculum as far as possible;
- prepare material to assist pupil's learning, under the direction of the class teacher;
- keep accurate and concise records where appropriate.

Role of parents

In accordance with the SEND code of practice the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, provides

user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents are always consulted before outside agencies are involved and are required to give their consent. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND framework and make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about special education provision.

This will be achieved by:

- Discussion with child's class teacher and parents to inform them of procedures etc;
- Being invited to regular meetings to review and update their child's SEN plan at all levels of the graduated pathway.
- An open atmosphere is created at Beech Green where parents feel able to request information etc. if they feel the need.

Role of pupils

When appropriate, pupils with SEND are encouraged to be involved with their plans by setting targets and evaluating whether they have achieved targets, with support. Pupils views are considered.

Pupils are involved in reviews with the parents. Progress and new targets are discussed. If it is deemed not suitable for the child to come into the review meeting then a teaching partner will talk to the child before the meeting and bring the discussion to the review.

Transition arrangements for pupils with SEND

As children move from class to class, it is the class teacher's responsibility to inform the next teacher of any children with SEND or medical needs and to ensure that all related documentation is up to date. The receiving class teacher is responsible for using the documentation to inform themselves at an early stage of the needs of the children they are receiving. Transfer of information is overseen by the school SENCo.

When moving to another school, the school SENCo will liaise closely with the new school to ensure that all relevant information and records are received. At transfer to secondary school, consultation between staff takes place in the Summer Term preceding transfer. In addition to the usual transfer arrangements, secondary staff and the Year 6 teachers and/or SENCo meet to discuss a child's SEND, so that provision can be arranged with the minimum of delay. All relevant records will transfer with the child. Other agencies that are involved, as necessary, in transfer discussions are ATS, Health and Social Services, Educational Psychology and Casework. When a child has an EHCP, the secondary school will be invited to their year 6 annual review, where possible.

External support

The school has links with various services, these include:

STEPS - STEPS brings together educational psychologists (EPs), specialist advisory teachers (ATs), sensory impairment specialists and an assistive technology lending library (ATLL). Through working collaboratively with schools, families and other professionals, EPs and ATs offer assessment advice, consultation and practical strategies to help in identifying and meeting individual needs. We support inclusive education by helping with adapted teaching, the learning environment, and resources.

Speech and Language Therapy Services - Upon referral, a Speech and Language Therapist will assess the child to determine whether the service's criteria are met. They will then provide speech therapy and language sessions either out of school in the clinic, or at the school during the school day. At Beech Green Primary School we access both NHS and private Speech and Language Services (The Speech Den).

Occupational Therapy and Physiotherapy – Referrals are triaged to determine whether they meet their criteria for support. If deemed appropriate, the child, and parents, will then be invited for an assessment in clinic where either a report and strategies will be provided, or further specific sessions will be offered. These are normally in clinic, however, on some occasions these can take place in school.

Children & Young People's Multi-Agency Navigation Hub – The Children and Young People's Navigation Hub supports professionals to identify appropriate support for children and young people. It brings together partners from education, health, voluntary sector and early help services to improve access to advice, support, assessment and intervention. The Hub provides a single referral route into a range of partner agencies. Referrals are considered by professionals at a multi-agency meeting to agree the most appropriate support for the child or young person. Through the Navigation Hub, we can access support from

- Child and Adolescent Mental Health Services (CAMHS)
- Early Help
- Education and Inclusion Service
- The Music Works
- Play Gloucestershire
- Active Gloucestershire
- Young Minds Matter (YMM)
- Let's Talk Well
- Young Gloucestershire
- School Nursing

Children's Autism and ADHD Assessment Service (CAAAS) – a team of Clinical Psychologists, Paediatricians, Psychiatrists, Occupational Therapists and Speech and Language Therapists. We offer assessment of social communication and/or attention to understand if a child is Autistic or may have ADHD. A referral can be made by the SENCo following referral guidance outlined on the CAAAS website.

Other relevant policies

Other relevant information will also be found in the following policies. They are located on the school's website – www.beechgreenprimary.co.uk

- Anti – Bullying Policy
- Behaviour Policy
- Accessibility Plan
- Equality of Opportunity Policy
- Medical Conditions Policy
- Safeguarding Policy

Further information can also be found on Beech Green Primary School's SEN Information Report on the school website.