



Special Educational Needs and Disability Policy

SEN and Disability Policy

School Vision:

Our vision for Valour Academy is that all children will feel loved, happy and safe.

We will provide each child with many and varied opportunities to develop their character to feel accepted; to develop a sense of belonging; to be driven and resilient and to be inspired and be inspiring.

The SEND policy should be read in consultation with the Accessibility Plan, Annual SEN Report and the Parents/Carers' SEN Information Guide. Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities.
- (Children and Families Act 2014, Part 3)

Rationale:

At Beech Hill Primary School every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We strongly believe that a focus on early intervention, removing barriers to learning, raising expectations, preventative work and integrated services for children, will deliver real and lasting benefits to children with SEN and their families. Beech Hill is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Objectives:

- To ensure equality of provision for pupils with special educational needs (SEN) and disability
- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2024 (updated), Working Together to Safeguard Children 2023, Supporting pupils at school with medical conditions 2014
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEN to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils

- To provide advice and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN

Admission Arrangements:

- Please refer to the information contained in school's Admissions Policy which can be accessed on the school website.
- The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND.

Roles and Responsibilities:

The Special Educational Needs Coordinator (SENCO):

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEN
- liaising with the Designated Teacher where a child in care pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school L.A.B. to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Staffing:

We currently have two SENCOs at our school; Mrs Kemp who predominantly oversees Early Years and Key Stage 1 and Mrs Lisle who predominantly oversees KS2. Both have achieved the National Award for SEN Coordination. Their main role, as well as being class teachers, is to monitor the smooth running of SEN provision within the school. They liaise with parents and non-teaching staff, the Senior Leadership Team and external services.

We also have a specialist SEN team made up of our assistant SENCOs – Mrs Patterson and Mrs Docherty - and SENTAs who have all had additional training to support SEN children throughout the school. Their main role is to support individuals and groups of pupils at SEN support level of provision, both in class and through withdrawal for targeted interventions/programmes. We also have a number of outside agencies who support SEN within our school such as speech and language specialists and motor coordination teachers.

All class teachers set high expectations which inspire, motivate and challenge pupils and promote good progress and outcomes for pupils. They plan and teach lessons in which teaching

responds to the strengths and needs of pupils with SEN and work closely with support staff in the planning and monitoring of interventions. They manage behaviour effectively to ensure a good and safe learning environment and fulfil wider professional responsibilities in relation to SEN e.g. the effective deployment of support staff, professional development, acting on specialist advice. Teachers also communicate effectively with parents with regard to pupils' achievements and pupils well-being

The governor with a particular interest is Lee Rochester who provides support to the SENCOs in implementing this policy.

The designated teacher for child protection is Mrs Eatock who, as Headteacher, is the person 'responsible' for SEN provision across the whole school.

The designated member of staff responsible for managing pupil premium is Mrs Higgins

The designated member of staff for looked – after children is Mrs McDonald. The SENCO and designated teacher meet as part of weekly SLT meetings to ensure that arrangements are in place for supporting pupils that are in care and also have SEN. SEN reviews and PEP meetings are coordinated and where possible meetings are held on the same day.

Access to Facilities and Provision:

Due to the design of Beech Hill Primary School, the entire lower level pupil area including the ICT Suite is accessible by wheelchair. There are toilet facilities for disabled people and ramps for wheelchair access have been built at each pupil entrance. Medication is stored in a safe in the staffroom and is always administered under supervision.

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Allocation of Resources:

The headteacher and SENCO are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. This funding is predominantly used to provide additional auxiliary time for children with SEN as well as to buy material resources and equipment. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority. The SEN provision map specifies the type of support for these children and also monitors the impact of this intervention. Class teachers constitute the main resource for SEN supporting children through differentiation and also use of additional adults in the classroom. SEN has been a focus area throughout the school which has resulted in additional resources being allocated to SEN resources and provision. An annual audit of resources is carried out and available resources are regularly shared with staff so they can select, plan and deliver appropriate interventions. An additional budget of £500 is set aside to purchase specific resources each year.

Access to the Curriculum:

All pupils should have access to a broad and balanced curriculum which is differentiated to enable all children to access the learning. All pupils receive inclusive quality first teaching that is differentiated to meet individual need. Identifying, assessing, planning and review is part of Quality First Teaching. Our Parents/Carer' SEN Information Guide and Annual SEN Report provides a clear description of the details of what is available for all children with SEN through Quality First Teaching and what is additional and different provision. Teachers have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week, pupils with SEN are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs. Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities. For further information please see our Teaching and Learning policy on our school website.

Identification, Assessment, Planning and Review Arrangements:

Beech Hill follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map / intervention map outlines all SEN support and is updated each term.

There are 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties (please ensure that your anti bullying policy makes reference to the impact of bullying on SEN pupils)
- Sensory and/or physical needs

The following are **not** SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel

SEN support – four part cycle:

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENCO.

Assess:

The class or subject teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly e.g. through the use of evaluation books and pupil progress meetings. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan:

Parents will be formally notified through termly parents' meetings, progress reports and target setting. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the school information system, mainly through the use of support plans and record keeping within the children's individual SEN records.

Do:

The class or subject teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above.

Review:

The effectiveness of the support and interventions and their impact on the pupil's progress will be termly. Reviews will be held with parents at least three times per year. The class teacher or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will seek specialist expertise. This will inform future provision. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with the following services - Educational Psychology Service, School Health, Educational Development and Inclusion team, SEN Teaching and Support Service (SENDOS) and, when appropriate, Social Services and Children in Care Team. The SENCO has a list of named contacts with addresses and telephone numbers. Requests for these services are made on the appropriate referral form or directly if applicable. Further details on provision for pupils with SEN can be found in the Parents/Carers' SEN Information Guide

Education, Health and Care Plans:

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

Parents/Carers' SEN Information Guide

This guide, and the Annual SEN Report, can be found on the school website. These outline the provision normally available for pupils with SEN as well as provision within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical. The Annual SEN Report includes an evaluation of the impact of the above provision on outcomes for pupils with SEN.

Transition Arrangements:

Transition is carefully planned. In order to ensure successful transition to secondary school the pupils and parents/carers will be fully involved in the planning for the transfer to the new

setting. Key information about SEN provision will be shared with the next school /setting through the review process. The SENCO liaises with the neighbouring high schools. During the summer term, staff from the relevant high schools are invited to review meetings for Year 6 children with SEN. Equally, we attend reviews for children who will be transferring to our school from a different setting.

Partnership with Parents/Carers:

Beech Hill has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parents are informed about Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service. This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan. Parents/carers are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

The Family Support Officer, Sharron McDonald, is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. Early Help (formally known as Common Assessment Framework -CAF) is used to coordinate support for children and their families who have a range of needs.

Parents are encouraged to access the Local Offer website for further information;

[Newcastle SEND Local Offer | Newcastle Support Directory](#)

Newcastle SENDIASS
Woodlands Children's Centre
Newton Place
High Heaton
Newcastle Upon Tyne
NE7 7HD

Phone: 0191 211 6255

Email: SENDIASSadmin@newcastle.gov.uk

Website: www.newcastlesendiass.co.uk

Pupil Participation:

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and the provision map is used to gather their views on their progress. Pupils views are recorded on a termly basis.

All children, regardless of SEN are encouraged to fully participate in school life, through being part of school council, eco committee and before and after school clubs. We also publish information on our school's website of additional activities available to SEN children and their families through promotion of the Local Offer.

Bullying

Beech Hill is an inclusive school where we promote and celebrate diversity within our pupils. Our pupils are very accepting and accommodating to others' needs. Bullying is not tolerated within our school and we have an anti-bullying policy in place to deal with any incidences.

Monitoring and Evaluating the Success of Provision: (for further details see Annual SEN Report:)

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Regular observation of teaching by the senior management team
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,
- Assessment records that illustrate progress over time – e.g. reading ages
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by L.A.B. with a responsibility for SEN
- The views of parents/carers and pupils.
- Regular meetings between SENCO, SENTA and head teacher / SENCO, head of year, subject leads
- Provision Mapping – used as a basis for monitoring the impact of interventions.
- LA audit to externally validate provision and outcomes for pupils with SEN
- Gathering pupil and parent views on provision maps

Staff Development:

The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND. SEN training needs are included in the School Improvement Plan. The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion. The SENCO and other identified members of staff attend courses provided by the LA in order to increase their expertise and knowledge with regard to SEN. The information is disseminated to all staff through INSET or at staff meetings. Training needs are identified and, where appropriate, outside agencies are used to deliver the training e.g. behaviour management strategies for lunch time supervisors. Newly qualified teachers are offered support and in school training by the SENCO. The SENCO also attends termly SEN Network meetings led by the LA.

Medical Conditions:

Beech Hill will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan. (See Medicines in Schools Policy and list staff responsible for medicines)

Admission Arrangements:

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN.

The Complaints Procedure:

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the key worker/class teacher attempts to resolve matters, then if required the SENCO and /or head teacher becomes involved. If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The L.A.B. will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer. See Complaints procedure for further details.

Date agreed by the L.A.B.

Review due: Sept 2025

Date reviewed: Sept 204

Related policies: Admissions, Accessibility Plan, Annual SEN Report, Anti-bullying Policy, Children in Care, Medicines in School, Safeguarding, Teaching and Learning, Transition.

Mrs Lisle and Mrs Kemp

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