



the
beckmead
trust

The Special Educational Needs Policy

- nurture
- sustain
- grow

Policy Level	Trust
Date of Approval	Oct 2023
Author	Education & Care Committee
Date of Next Review	April 2024

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision our pupils
- Explain the roles and responsibilities of everyone involved

2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

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.

4. Roles and Responsibilities

4.1 The Headteacher

They will:

- Work with governors and the central Trust to determine the strategic development of the SEN policy and provision in the school
- Have overall and day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils - this will be delegated as required.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils receive appropriate support and high-quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher to determine the strategic development of the SEN policy and provision in the school

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the Headteacher to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy and leading Annual Reviews

5. SEN Information Report

5.1 The kinds of SEN that are provided for

Our schools currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

5.2 Identifying pupils with SEN and assessing their needs

Although our pupils are admitted to our schools with an EHCP, we still assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will work with parents to make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

5.4 Assessing and reviewing pupils' progress towards

outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. School level policies will include further detail.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Our class sizes are small, with a high adult / pupil ratio – All staff have specialist training.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide a range of interventions which are noted in the school level version of this policy

5.7 Adaptations to the curriculum and learning environment

We make many adaptations to ensure all pupils' needs are met, including:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We work with a wide range of agencies and organisations to provide support for pupils with SEN – individual school policies will list those relevant to each setting.

5.9 Expertise and training of staff

We provide a range of training for all our staff, including Annual Safeguarding and PRICE training.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Using provision maps to measure progress, in some schools
- Holding annual reviews

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips are encouraged to take part in all activities

No pupil is ever excluded from taking part in activities because of their SEN or disability and this is exemplified in our Accessibility Plan.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development and pupils are encouraged to be part of the school council. We have a zero tolerance approach to bullying.

5.13 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Contact details of support services for parents of pupils with SEN

Should a parent require independent support regarding their child they can contact SEND IASS. More information can be found here: <https://www.essexsendiass.co.uk/>

5.15 Contact details for raising concerns

Should a parent have concerns relating to their child's SEN needs, in the first instance, they should contact their child's form tutor. If the concerns continue, parents can contact Liam Collins (Headteacher) or Lucy Goodman by calling or emailing the school office.

5.16 The local authority local offer

Information around the Essex local offer can be found here: <https://send.essex.gov.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed by the Trustees and Governors **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Trust Board and governing boards.

7. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy