



the
beckmead
trust

The Special Educational Needs Policy

- nurture
- sustain
- grow

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Contents

1. Aims
2. Legislation and guidance
3. Definitions
4. Roles and responsibilities
5. SEN information report
6. Monitoring arrangements
7. Links with other policies and documents

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)
- Moderate learning difficulties

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 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 – Individual schools will list training in their policies.

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

Each school's local services will be noted in school level policies

5.15 Contact details for raising concerns

Schools will insert named contacts within the school for when pupils or parents have concerns.

5.16 The local authority local offer

Families and Carers looking for SEND Support should first access SENDIASS in Brent. The information below is taken from their online portal -

Brent SENDIASS provides free, confidential and impartial information, advice and support to children and young people aged 0 to 25 with SEND and their parents and carers.

We can provide this support by telephone, email, face to face, and through parent carer support groups, local SEN youth forums, disability groups, or training events. Currently most of our one-to-one support is offered via video call. The range and duration of support we offer will vary and will be tailored depending on your needs.

Information and resources

We provide up to date information and resources about the law and statutory guidance on SEND including:

- education, health and social care
- national and local policy
- the Local Offer
- your rights and choices
- your opportunities to participate
- where you can find help and advice

Individual support

We also provide individual casework including:

- one-to-one advice with a SENDIAS caseworker
- help with paperwork
- liaising with nurseries, schools, colleges
- help in meetings - supporting you to prepare, and attending the meeting with you if you wish
- help to ensure your views are listened to so that you are able to actively contribute to assessments, reviews and decisions about outcomes for you or your child
- support with the education, health and care (EHC) plan process, including requesting a statutory assessment, help with Section A (parental and young person's views) and reviewing a draft plan
- advice about school exclusions related to SEND

Mediation and disagreement support

We can also advise you about the local authority's services for resolving disagreements, mediation, and the routes of appeal and complaints on matters related to SEN and disability. We can:

- help arrange and support you when attending disagreement resolution meetings
- support you in arranging and preparing for mediation. We can attend with you, for support, if you ask us to
- support you in the process of making appeals to the First-tier Special Educational Needs and Disability Tribunal (SENDIST)
- provide advice and support if you wish to raise a complaint on matters related to SEN and disability

We also signpost to other relevant services and additional sources of advice, information and support that may be available locally and nationally.

SENDIASS for young people

If you are a young person (aged 16-25) with SEND, and living in Brent, we can offer:

- information, advice and support on education, health and social care
- help to find out what support and opportunities are available to you in your local area
- help to get your views heard
- support you to make your own decisions, we will not tell you what to do
- support with filling out forms and understanding complicated documents
- support to prepare for meetings with your school / college (and we can come with you)
- support to help you to communicate with professionals
- tell you about other organisations that might be able to help
- answer your questions about the education health care (EHC) needs assessment process and any issues to do with an EHC Plan

We don't:

- make decisions for you
- impose our personal views on you
- help you with other family problems - our role is to support you with SEND issues
- write reports in your absence

How to access SENDIASS

We accept direct referrals from parents and young people by telephone or email.

We also welcome referrals from schools and other agencies on behalf of parent carers and young people, provided they have given their consent for contact to be made with us.

Helpline

Our confidential helpline, operates a 24-hour answer phone service, all year round for occasions when the lines are busy or the office is closed.

Call: 020 8937 3434

We aim to respond to initial enquiries at the first possibility and within 3 working days. Please be advised that all members of the team work part-time. Team members work in close liaison to ensure optimum service delivery.

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