

**BEECROFT PRIMARY SCHOOL – POLICY FOR SPECIAL EDUCATIONAL  
NEEDS – January 2021 - (Also see SEND Information Report)  
Review: January 2021      Next Review: January 2022**

**Aim of the school**

Beecroft Primary School views children with special educational needs very positively. The school has high expectations of all pupils and provision is made for each child to achieve success within a differentiated curriculum. Central to Beecroft Primary School's ethos is that 'all pupils achieve high standards of work, behaviour and attitudes towards others'.

**Objectives**

The principles that underlie the provision of special educational needs will ensure that:

1. Pupils with special educational needs are identified as early as possible, so that their needs are met;
2. Procedures are in place whereby teachers are aware of such pupils and can monitor and provide for their needs;
3. Pupils with special educational needs are integrated as fully as possible into the life of the school;
4. Appropriate resources are available and are used in the school;
5. Full use is made of multi-agency support to address and support the needs of individual pupils.

**Definitions**

"Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching" Special Educational Needs And Disability Code Of Practice: 0 To 25 Years.

**Admission policy**

The school aims to take any child with special educational needs, if the provision that the school can offer will fulfil the individual child's requirements.

**Partnership with parents**

The school is committed to welcoming and supporting the parents of children with special educational needs.

Before pupils start at Beecroft both Nursery and Reception staff work closely with parents, previous early years settings attended by the pupils and health visitors to identify any needs that pupils may have. During home visits staff have the opportunity to observe the pupils in a familiar setting and the chance to talk to parents so that continuity of provision can be ensured when the parent accepts a place for their child at Beecroft. If a pupil already has

identified needs then the Special Educational Needs Coordinator (SENCO) will liaise with the previous setting and the Early Years Special Educational Needs and Inclusion Team (SENIT) staff to gather information and parents will be invited into school for a more formal meeting to discuss provision. For those pupils who join Beecroft either midway through the year or enter a class in either KS1 or KS2 then the SENCO liaises both with the previous school setting and multi-agency colleagues if they are already providing external specialist support for the pupil. Meetings will take place with parents to ensure that provision is put in place for their child as a part of the transition process.

Meetings at both an informal and formal level can be arranged as often as parents wish with a view to exchanging ideas and planning details that will promote a settled, caring and stimulating environment for their child. Formal reviews are held at least termly to discuss children's progress and to review their Individual Learning Plans. This plan is signed by the pupil, parents and the school; parents receive a copy of the plan.

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their learning, their targets and what they need to do to improve their progress
- share in individual target setting across the curriculum subjects so that they know what their targets are and why they have them
- self-review their progress and set new targets on their Individual Learning Plans through 1:1 discussion with either their class teacher or Miss Pinder.

### **Identification of Special Educational Needs**

The profile of special needs identified in school and currently on the Special Needs Register is as follows:-

1. Cognition and learning
2. Communication and interaction
3. Social, emotional and mental health
4. Sensory and/or physical

### **Organisation of intervention for each category of difficulty at Beecroft Primary School**

#### **1. Cognition And Learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum.

Thorough teaching of basic skills is a priority from Nursery to Year 6 and intervention is put in place when progress does not result from quality first teaching alone. Trigger points are:

- Failure to learn and retain key reading words;
- Progress in reading is slow;
- Underdeveloped writing skills and problems with spelling;
- The pupil is at a level behind the average expected level for the class;
- Targets set for a pupil are not being met;
- Difficulty with key maths skills and concepts.

See appendix 1 for assessment grid for cognition and learning criteria.

## 2. Communication and interaction - Speech

This category of difficulty is usually identified in Nursery and Reception or when a child transfers to the school during KS1 or KS2. Nursery and Reception staff build up an initial profile of a child during introductory home visits. At this stage initial concern sheets are completed and discussion takes place with the SENCO and the Headteacher; observation and monitoring continues in the setting. There is close contact with parents as children are welcomed into the school. In conjunction with parents, referral may be made to the speech therapist who will visit the school, assess the pupil's needs and devise a programme of intervention if appropriate.

Pupils can be referred to the Speech Therapy Service at any stage during their time at Beecroft Primary School who Miss Pinder is in frequent contact with.

## 3. Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disturbing behaviours. These behaviours may reflect underlying worries or mental health difficulties for the pupils.

All staff work closely with our pupils assessing their well-being and behaviour. Pupils are encouraged to discuss any worries and programmes are put in place for daily/weekly counselling sessions where these are necessary.

We have clear processes to support our pupils and our school works closely with health, social services and family support teams.

\*\* See SEMH policy.

## 4. Sensory and/or physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related

and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Where this is the case the needs of the pupil are catered for; equipment and resources are modified so enabling the full curriculum to be accessed. Parents are involved in this process at every stage so that equipment and learning strategies can be mirrored at home and at school.

Colleagues from the Complex Needs Service work closely with school and visit our pupils at least termly to assess their progress and support the provision available in school.

### **Action taken on the identification of the above**

#### **Assess**

In identifying a child as needing SEND support the class teacher, working with the SENCO, carries out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from our core approach to pupil progress, attainment and behaviour. It also draws on the individual's development in comparison to their peers, national data, the views and knowledge of parents, the pupil's own views and, if relevant, advice from external support services.

We take seriously any concerns raised by a parent. These are recorded and compared to our own assessments and information on how the pupil is developing.

#### **Plan – Provision Mapping And Individual Learning Plans**

All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school.

The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Recognise gaps in provision and make immediate changes where they are needed e.g. additional support, teaching groups or liaison with home
- Focus attention on whole-school issues of learning and teaching providing an important tool for self-evaluation regards any emerging issues within the school

Where it is decided to provide a pupil with SEND support, parents are fully involved. The teacher and the SENCO agree in consultation with the parent and the pupil how and when the adjustments, interventions and support will be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for at least a termly review.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on the school's information system and the pupil's Individual Learning Plan.

The support and intervention provided is planned to meet the outcomes identified for the pupil and is provided by staff with sufficient skills and knowledge to deliver the programme. Additional training of staff to support the specialised needs of individual pupils is accessed where appropriate.

Parents are fully aware of the planned support and interventions and parents are encouraged to reinforce and contribute to progress at home by practising key skills or exercises, reading and talking to their child about their learning.

#### What Should Be Included In An Individual Learning Plan?

Our approach to Individual Learning Plans is as follows:

- Our Individual Learning Plans are planning, teaching and reviewing tools which enable us to focus on particular areas of development for pupils with special educational needs. They are seen as working documents which can be constantly refined and amended as the pupil moves towards their targets.
- Our Individual Learning Plans record targets that are key to progress as a part of a differentiated curriculum plan. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- Our Individual Learning Plans will be accessible to all those involved in their implementation.
- Our Individual Learning Plans will be based on informed assessment and will include the input of outside agencies e.g. speech therapist, Special Educational Needs and Inclusion Team (SENIT), physiotherapist or Autism Support Team (STARS).
- Our Individual Learning Plans are devised so that they are manageable and easily monitored and therefore can be evaluated regularly.
- Our Individual Learning Plans will be time-limited – termly review.
- Our Individual Learning Plans will have a maximum of three short / medium term SMART targets set for or with the pupil.

Targets for an Individual Learning Plan will be arrived at through:

- Discussion between teacher and SENCO
- Discussion with parents/carers and pupil
- Discussion with multi-agency professionals where appropriate and where they are involved.

## Do

The class teacher is responsible for working with the child on a daily basis and for providing quality first teaching. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. Our teachers work closely with teaching assistants and/or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

An Individual Learning Plan for cognition and learning should include time planned into the timetable for pre-teaching and repetition of key skills and also post-teaching to repeat and consolidate work already covered in class. Often a teaching assistant will complete this intervention work and cover:

- Basic sentence writing and repetition of learning of key words;
- Daily opportunities to learn and practise key spellings;
- Re-reading and discussion of the text being read in class;
- Daily opportunities to practise key maths skills.

English and maths lessons may provide opportunities for teaching assistants to work alongside the pupil, under the guidance of the class teacher. However intensive sessions can take place with a teaching assistant at additional times during the day to work 1:1 or in small groups to practise and repeat target skills. Teaching in all areas of the curriculum should give opportunities to practise basic skills.

Miss Pinder supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support and when it is necessary to access external support.

## Review

The effectiveness of the support and interventions and their impact on the pupil's progress are regularly reviewed in line with the agreed date. This helps ensure that the support and intervention are matched to the needs of the pupil and that barriers to learning are identified and overcome. The SENCO also monitors provision in class where specialised programmes are in place.

The impact of the support and interventions are evaluated, along with the views of the pupil and their parents. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes needing to be made to the plans and strategies in place.

## Special Needs Register

The Special Needs Register is maintained on the SENCO module on the office computer. This consists of a list of children throughout the school, who have been identified as having special educational needs. The register is analysed to compare its profile with the general demographics of the school.

### **SEND Specialist Support**

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

The decision to involve specialists in school to support a pupil is taken with the child’s parents. Specialists are involved in school where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child’s area of need. The SENIT team, educational psychologists, STARS, speech therapists or physiotherapists who may be able to identify effective strategies or equipment are involved in planning detailed and specific programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes.

Regular meetings are held with the parents, the SENCO and the Headteacher to ensure that parents are involved in the planning of the support and, where appropriate, in reinforcing the provision or contributing to progress at home.

It may be decided that a very small number of pupils, where their needs are complex, will require additional high needs funding to support their learning in school, for which an application needs to be made to the local authority. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. The SENCO will liaise with the relevant professional colleagues to support this funding and complete the termly reviews of the pupils’ needs to ensure continuity of this provision.

### **Education Health Care Plans**

On very rare occasions where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, and the pupil has not made expected progress, the SENCO will consider requesting an Education, Health and Care needs assessment.

Bringing a pupil to the attention of the local authority will be undertaken on an individual basis where there are specific concerns. Our school complies with all procedures when applying for an EHC needs assessment and ensures that all prerequisites for application have been met through ambitious and pro-active additional SEND support using our devolved budget at an earlier stage.

### **SEND Specialist Support And Funding - Funding For Inclusion**

FFI is Leeds’ mechanism for delegating funding from Central Government to all schools for children who require additional support for Special Educational Needs. The process of allocation is based on need; those with the most complex SEND and require the highest level of provision receive the most funding. Funding is allocated to our school on an annual basis, although for children in early years settings this is carried out termly.

Under the funding arrangements primary schools are required to meet the first £6,000 of additional support for each pupil with Special Educational Needs, before any additional funding is provided.

### Funding for pupils with SEND in KS1 and KS2

Pupils with SEND in specified year groups, i.e. Y1, Y3, and Y5, are identified in the autumn term for funding to start in the following April. Year group is determined from the pupil's date of birth and not the year group in which they are taught. When funding for the school is allocated, it remains in the school for at least two years unless the child or young person leaves (funding moves with the child or young person).

### EYFFI process

EYFFI is the process by which Leeds Children's Services allocates resources to schools to support children with special educational needs aged between three and five years. The children identified in the early years are those with the most severe and/or complex difficulties. Requests for EYFFI are made by the education or health professional who is working with the child, usually prior to their entry into our early years setting.

### Record keeping

#### Green class SEND files

All class teachers have a green SEND file, which contains:

- Matrix of names and stage of SEND for the class
- School SEND register
- List of vulnerable pupils
- Provision map and assessment data for the class
- Medical needs
- Wallet containing each child's special needs record
- Information about the Children's & Families Act 2014
- Assessment forms and ILP paperwork
- Pupil Premium information related to the class

#### Individual children

All children will have a plastic wallet, in which their Individual Learning Plans and individual work will be kept. The class teacher keeps individual records of any extra provision within the classroom (intervention folder). Class teachers must show on their weekly planning the method and timescales for implementing the Individual Learning Plans and intervention groups for children in their class. Regular discussions and monitoring of pupils enables the staff to review their progress. The school's SENCO is included in discussions about these individual children.

## Teaching assistants

### What can teachers expect from teaching assistants?

1. Help with the preparation of materials under the class teacher's or SENCO's direction; this includes plans written by the SLT, SENIT, physiotherapist or STARS team;
2. Support for individual pupils in achieving their targets – pre and post teaching and motivational discussion encouraging resilience and striving for targets;
3. Work with both individual pupils and small groups of children under the supervision of the class teacher;
4. Records of daily work and observations.

### Teachers' responsibilities to teaching assistants

1. Use their knowledge and the Individual Learning Plan to plan work for the assistant;
2. Where possible teachers should consult assistants prior to a particular lesson, to ensure that the assistant is clear about his or her role in that lesson;
3. Key questions and vocabulary should be provided for the TA and the teacher should model his/her expectations for the TA to copy when working with a small group.

It is of paramount importance that the SEND child retains his/her independence and responsibilities as a learner. It is **NOT** the function of the teaching assistant to do the work for the child but to be a facilitator, enabling the child to work for him/herself, thereby increasing the child's confidence and self-esteem.

### Teachers' roles and responsibilities for individual children

With the SENCO write initial Individual Learning Plans for children in their class. It is the class teacher's responsibility to identify the children with special needs in their class. The early identification of children in need of intervention will allow the class teacher to adapt and differentiate the work to suit their needs. Close monitoring of such children is essential. The SENCO may be involved with target setting at a later date.

### Essential provision within the classroom to aid pupil's independence

1. Word mats with key words for spelling on every table;
2. Individual dictionaries, word books and/or notebooks divided into alphabetical order;
3. Key words around every classroom: Months of the year;  
Days of the week;  
Time words;  
Colour words (Key Stage 1).
4. Topic/subject related word banks, which include new and relevant words;
5. Alphabet frieze (Key Stage 1); smaller alphabet strip (Key Stage 2) that shows alphabetical order;
6. Word family displays;

7. Number lines 1-10, 10-20, 1-100;
8. Times table charts and number squares;
9. Practical equipment to ensure that concrete understanding of key ideas and concepts is possible;
10. Clearly labelled resources for the pupils to access – organised in alphabetical order.

### **The SENCO**

Miss Pinder is the designated teacher responsible for leading special needs at Beecroft Primary School. The Headteacher is involved on a strategic level.

### **Roles and responsibilities of the SENCO**

1. The day to day operation of the school SEND policy;
2. Liaising with and advising colleagues;
3. Co-ordinating provision for children with special educational needs;
4. Maintaining the school's SEND register and overseeing the records of all pupils with special needs;
5. Delegation of administrative tasks to office staff;
6. Liaising with the parents of children with SEND;
7. Contributing to the in-service training of staff;
8. Build up and monitor a bank of resources and screening/assessment materials for use with SEND pupils;
9. Liaising with external agencies, including the Educational Psychologist Services, Social Services, medical and other support agencies;
10. Work with the SEND governor, to monitor the effectiveness of the SEND provision and implementation of the policy.

### **Arrangements for integration of children with SEND**

The SEN and Disability Act 2001 and Disability Discrimination Code of Practice (2002) are designed to ensure that children with disabilities are not discriminated against in any aspect of school life.

Pupils with special educational needs are integrated as fully as possible into the life of Beecroft and participate in school activities alongside pupils who do not have SEND. Withdrawal from classes to receive small group input is monitored to ensure that the overall breadth and balance of the curriculum is maintained. Teachers will differentiate work within the classroom so that all children can experience success within the curriculum. Opportunities are provided for all pupils to be successful at Beecroft; pupils with SEND represent the school on School Council, at open days and in inter-school sporting competitions.

### **Evaluation of the SEND policy by the governing body**

The responsibility for ensuring that the school's SEND provision meets the needs of SEND pupils is the responsibility of the governing body.

The governing body, working with the Headteacher, is responsible for:

- determining the school's policy and approach to provision for pupils with SEND

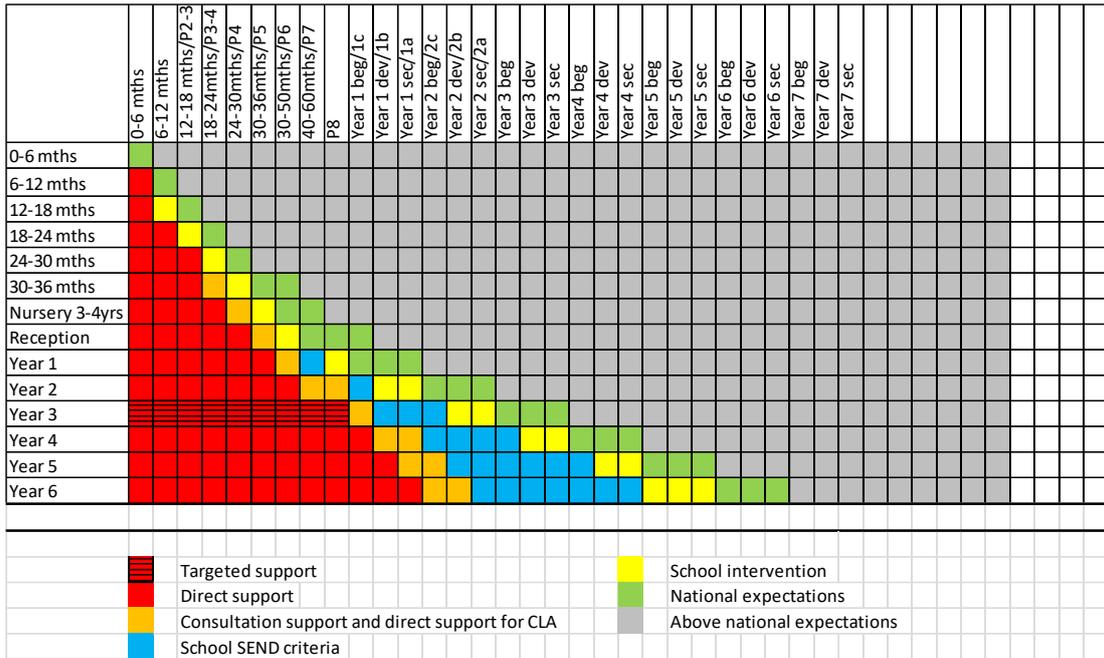
- establishing appropriate staffing and funding arrangements
- maintaining general oversight of the school's provision
- reporting annually to parents on the school's SEND policy

The governing body will monitor the progress of children with special educational needs as they progress through the school. They will use the Key Stage 1 and 2 SATs results of children with SEND as key indicators and also monitor the pupils using termly and mid key-stage assessments.

**Arrangements for dealing with complaints from parents about the school's SEN provision**

Any complaints from parents about any aspect of the school's SEND provision will be referred immediately to the headteacher for consideration. The LEA complaints procedure, set out in the school prospectus, will be followed in full.

Review Date: January 2022



Appendix 1: Visual representation for SENIT consultation and support 2017/18 (Learning and Cognition) and Becroft Entry And Exit SEND Criteria