



Upper Beeding Primary School

## Special Educational Needs and Disability (SEND) Policy

March 2024

### Introduction

Upper Beeding Primary School has a named Special Educational Needs & Disabilities Co-ordinator (SENCo, Dr Gwilliam) who has gained the National Award for Special Educational Needs (NASENCo) and is a member of the school's Senior Leadership Team. The school also has Lead Governors responsible for SEND (Mrs Vivien Stevens and Mr Ralph Lane). They ensure that the Upper Beeding Special Educational Needs and Disabilities Policy works within the guidelines and inclusion policies of the Special Educational Needs and Disabilities (SEND) Code of Practice (2014), the Local Education Authority, Equality Act 2010 and other policies current within the school.

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At UBPS, we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

### What are special educational needs and disabilities?

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014*

We recognise that some of our pupils will show levels of progress and attainment which may fall below that of their peers for other reasons than having SEND; due to English as an Additional Language (EAL), social disadvantage, high levels of mobility or poor attendance. At UBPS, such pupils will access intervention to help them to 'close the gap' with their peers. They may be offered additional support, through small group or 1:1 activities, in order to boost their skills level and

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confidence, but they will not necessarily be added to the SEN register if needs are met within class provision.

This SEND policy details how, at Upper Beeding, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to access all school activities together with pupils who do not have special educational needs. We understand that this requires consideration of all aspects of a pupil's school experience, including adaptations for their learning styles and sensory needs.

### **Aims and Objectives**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to raise the aspirations of and expectations for all SEND pupils
- to request, monitor and respond to parent/carer and pupils' views in order to evidence high levels of co-production
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions inclusion in all school activities by ensuring consultation with parents, health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- to enable all children to have full access to all elements of the school curriculum through reasonable adjustments, including consideration of the physical environment in which they learn
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all learners with additional needs

### **Equal Opportunities and Inclusion**

Through all subjects, we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND co-ordinator and individual teachers to ensure all children have equal access to success.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences
- are influenced by the sensory environment

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning and in physical and practical activities by helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Support staff assist teachers in responding to children's needs by:

- sharing in the assessment of needs and planning of objectives
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher
- using suitably modified resources or activities to help meet specific objectives

### **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole school. The Governing Body, the school's Head Teacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.*

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. Teachers will keep records of the levels of support accessed by all of their pupils as a class provision map.

If a child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCo will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning, thus engaging in the Assess, Plan, Do, Review cycle

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. If needed, this process will be supported by the external agency EMTAS (Ethnic Minority and Traveller Achievement Service)

### **The Role of The SENCo and What Provision Looks Like at Upper Beeding**

The Special Educational Needs and Disabilities Co-ordinator's [SENCo] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND

- Liaising with parents of children with SEND
- Contributing to the in-service training of staff, including arranging training based on the needs of individuals or groups of children with SEND
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer
- Liaising with local pre-schools regarding transition of children with SEND into the reception unit
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEND
- To oversee the school's maintenance of national and local initiatives and standards, ensuring that appropriate strategies are employed throughout the school as well as making sure that staff training is kept up to date
- To coordinate or contribute to Early Help plans for children with more complex needs where a multi-disciplinary approach is required.

### **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCo to consider what else might be done. This will be done using a referral process. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening
- Closes the attainment gap between the child and his peers
- Better the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour or emotional wellbeing

In order to help children with SEND, UBPS will adopt a graduated response. A graphic of this response is attached below. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an ISP (Individual Support Plan) and our school monitoring systems. The SENCo will have responsibility for ensuring that records are kept and available when needed. If we refer a child for an Education Health and Care Plan, we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue by using the Ordinarily Available Inclusive Practice Guidance (OAIP) to review concerns and record these using the accompanying Word documents. Parents will be notified and intervention put in place and monitored for a period of at least one term. If no progress is noted, the child may be added to the school SEND register (called SEND Support) with parental permission. The class teacher, after discussion with the SENCo, will then provide interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed termly with the parents and young person, with support from the SENCo. Targets for a child will be based on

desired outcomes for the individual, rather than any diagnosis or on the area of need identified under the SEND Code of Practice.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems and continues to make little or no progress, despite the provision of specialist adaptations and/or equipment
- Has communication and / or interaction difficulties and continues to make little or no progress.
- Meets the criterion for diagnosis of a learning or neuro-developmental condition which may impact their learning or inclusion

### **Co-Production**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to be co-producers in their child's education journey.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of children with their parents. We plan outside intervention with parents and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENCo through school email address or phone contact. Our school's open door policy also allows for parents to speak to the SENCo at the beginning and end of her days of work (Tues-Thurs) and during the day with an appointment.

Children and young people with special educational needs often have a unique knowledge of their own needs. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website <http://upper-beeding.eschools.co.uk/website> contains details of our policies for special educational needs, our SEN Information and Disability Report, our school's Local Offer and links to West Sussex Local Offer, including the arrangements made for children in our school with special educational needs.

### **The Nature of Intervention**

The SENCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment
- Some group or individual support, which may involve small groups of children being withdrawn to work with the TA, HLTA, teacher or SENCo

- or, with TA support on individual targets. Extra adult time will be allocated to devise/administer the nature of the planned intervention and also to monitor its effectiveness
- Staff development and training to introduce more effective strategies

After initial discussions with the SENCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCo and they will have the ability to request specific time slots to discuss individual learning targets and progress with the SENCo on a termly basis.

The SENCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### **The Use of Outside Agencies**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. The delivery of the interventions recorded in the ISP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of their peers

### **School Request for Education Health and Care Plans (EHCP)**

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- Attainment information

- Education and other assessments, for example, from an advisory specialist support teacher or educational psychologist
- Views of the parents

The parents of any child who is referred for statutory assessment (ECHNA) will be kept fully informed of the progress of the referral.

Annual Reviews: EHCPs are reviewed with parents, the child and all relevant parties annually. In preparation for transition to secondary school, the Year 5 Annual Review will also involve the SENCo from the KS3 setting. The child's ISP will continue to be reviewed termly by the teacher and SENCo.

### **Individual Support Plans (ISPs)**

Strategies employed to enable the child to progress will be recorded within an Individual Learning Plan (ISP) and include:

- What outcomes all concerned are working towards
- The short term targets set for the child
- How school will be working towards the targets; the teaching strategies to be used and provision to be put in place
- How the child can work towards being successful
- How the ISP targets can be supported at home
- The review date
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained

ISP pupil profiles will be used to further encourage child-voice in the provision made for the child. ISP's will be reviewed termly; school, parents and the child will contribute to this process.

### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs based on a sound understanding of the barriers to learning the child might be experiencing. Lessons have clear learning objectives and staff differentiate work appropriately and use assessment to inform the next stage of learning.

All children on the special needs register have an ISP with individual targets which are understood and supported by all adults teaching the child.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we try to minimise the amount of time children are withdrawn from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups or in a one-to-one situation outside the classroom.

As far as possible, we aim for the individual programme of support for a child to be delivered by a Teacher/HLTA/TA who is based in the child's class so as to provide continuity of provision across the school day and curriculum.

## **Definitions**

Specific learning difficulties are understood and well supported. Staff receive regular training to support children with these difficulties.

### ***Dyslexia***

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category and there are no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia. A good indication of the severity and persistence of dyslexia difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.

(Source: The Rose Report 2009)

### ***Autistic Spectrum Condition (ASC)***

Difficulties experienced in:

#### 1) Social communication

The individual may display differences in how they use and understand verbal and non-verbal communication for example, use of eye contact and or face watching, tone of voice, facial expressions and gestures. They may have a literal understanding of language. Some may not speak or have limited speech – some children or adults will have good language skills, but may find it hard to know what people expect them to do in conversation.

#### 2) Social interaction

The child may seem like they are in their own world, not always notice someone is talking to them, have differences in 'reading people' and showing emotions. They may like to spend time alone. If they have friends, they may find it hard to maintain them successfully.

#### 3) Routine or repetitive thinking and behaviours

The child may like to organise things, have a strong desire for rules, routine and for things staying the same and/or have very intense interests or like to collect things.

#### 4) Sensory sensitivities

The child may be over sensitive or under sensitive to sounds, touch, tastes, smells, light, colours, temperature or pain. They may, for example, not like unexpected loud noises, may only wear certain clothes, may only eat particular foods, may not tell you when they are hurt or unwell.

### ***Dyscalculia***

Dyscalculia is a condition that affects the ability to acquire arithmetical skills. Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence.



### ***Developmental Coordination Disorder (DCD) (previously Dyspraxia)***

Developmental coordination disorder is a lifelong condition that makes it hard to learn motor skills and coordination. It's not a learning disorder, but it can impact learning. Children with DCD struggle with physical tasks and activities they need to do both in and out of school.

### ***Developmental Language disorder***

Developmental Language Disorder means that a child may have significant, on-going difficulties understanding and/or using spoken language. Support would be coordinated by a Speech and Language Therapist.

### ***Attention Deficit Hyperactivity Disorder***

ADHD includes a combination of persistent problems, such as difficulty sustaining attention, hyperactivity and impulsive behaviour.

### **Allocation of Resources**

The Head Teacher/SENCo are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans. The Head Teacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

The Head Teacher and the SENCo meet annually to agree on how to use funds directly related to EHCPs.

### **The Role of the Governing Body**

The Governing Body challenges the school and its staff to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed Admissions Policy.

The Governing Body reviews this policy and considers any amendments in light of the review findings.

### **Monitoring and Evaluation**

The SENCo monitors the movement and provision of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCo and the Head Teacher hold regular meetings to review the work of the school in this area and look at the progress and impact of the interventions. The Head Teacher reports back to governors on the progress of SEND children and where gaps are closing or actions being put in place to support their needs. In addition, the SENCo and the named governor with responsibility for special needs, also hold regular meetings.

### **Supporting Pupils at School with Medical Conditions**

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010

- Some may also have special educational needs or disability (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed
- Please read this policy in conjunction with our school policy on Managing Medicines and Equality and Disability

### **Reviewing the Policy**

We will review the policy regularly and amend as appropriate to any change in legislation or current practice.

Feb 24 Reviewed by Mr M Andrews to include section on Individual Support Plans  
Reviewed and agreed at Pupil Welfare Committee on 19<sup>th</sup> March 2024

### Stages of Support for SEND in Upper Beeding

