



**Beaumont
Primary
School**

A Learning Community Partnership

Special Educational Needs & Disability Policy

Beaumont Primary School

Special Educational Needs and Disability (SEND) Policy

This SEND policy is a key document to ensure that our school delivers high quality provision for all pupils with SEND.

It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their potential and engage successfully in all aspects of the wider school community.

This policy ensures that we comply with the statutory requirements and guidance set out in relevant legislation and documents (Appendix 1)

The policy is available on our website or hard copies are available from the school office.

Our Special Educational Needs and Disability Coordinator (SENDCO) takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEND support. Our SENDCO also contributes to the strategic development of SEND provision.

Our SENDCO is Mrs Catherine Donohue. She can be contacted through the school office

Email address: office@beaumont.croydon.sch.uk

Our SENDCO is a qualified teacher experienced in this role.

Our SEND governor is Mrs Marion Hampton. She can be contacted through the school office.

This policy was agreed by the Governors on: Autumn Term 2022

It will be reviewed no later than: Autumn Term 2023

1. Our values and vision in relation to SEND provision

The 2015 SEND Code of Practice (CoP) informs the principles which underpin this policy, which reflects and builds on the three principles identified in the document:

- *The views, wishes and feelings of the child or young person and the child's parents/carers*
- *The importance of the child or young person and the child's parents/carers, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions*
- *The need to support the child or young person, and the child's parents/carers in order to facilitate the development of the child or young person and to help them achieve the best possible educational outcomes and other outcomes, preparing them effectively for adulthood.*

This relates to the broader school aims and is related to other relevant school policies, in particular, the teaching and learning policy, the policy on inclusion and the school's policy on equality of opportunity.

Aims of this policy:

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision.
- To ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with SEND so that they have good access to the curriculum and wider school learning environment.

- To work in close partnership with parents, Croydon Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully identified and there is a collaborative and coordinated approach to planning and reviewing provision on a regular basis.
- To ensure a high level of staff expertise to meet pupils' needs through universal and targeted training and continued profession development.
- To promote independence and resilience in pupils with SEND so that they are well prepared for the next phase of education and transition to adulthood.

2. Admissions, Legislation and Guidance

This policy and information report is based on the statutory 2015 SEND CoP and the following legislation:

- ❖ Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND.
- ❖ The Special Educational Needs and Disability Regulations 2014 which sets out the schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN Information report.

The school's admission arrangements are set out in the school prospectus and make it clear that the school will not discriminate or disadvantage pupils with SEND.

The 2015 SEND CoP requires a school to admit all pupils who have an Education Health and Care Plan where it has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child
or
- the attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

Our school will liaise closely with the Croydon SEND team to ensure that any decisions on placement and provision for a pupil with an Education Health and Care Plan (EHCP) are in the best interests of each child and the wider school community as outlined above.

The SENDCO in collaboration with parents/carers and other key agencies will ensure appropriate provision is in place to support pupils with SEND entering the school.

3. Identifying Special Educational Needs

The school uses the definition of SEND as set out in the SEND code of practice and Equality Act 2015.

SEND Code of Practice 2015

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she has:

- a significantly greater difficulty in learning than the majority of other pupils of the same age or
- a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools of post 16 institutions

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 in mainstream schools.

Equality Act 2010

A disability is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

This definition includes:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, epilepsy and cancer

The school recognises the importance of early identification and aims to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies and families as appropriate
- Termly tracking of all pupils to monitor progress and attainment compared to age related expectations
- Concerns raised directly by parents or other agencies

As well as progress in core subject areas, progress in other areas will also be considered including social and emotional development and communication skills.

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including;

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

The school acknowledges that consideration of these factors will be particularly important when a pupil is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a pupil requires additional SEND support the SENDCO and class teacher will review current arrangements to meet the pupil's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress. The class teacher will also seek the views of pupils and their families about barriers to learning.

4. Roles and Responsibilities

The SENDCO will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching. Share information with staff about children with SEND in their classes, for example, through the 'SEND and Vulnerable Children Class Overview' document, Individual Education Plans (IEPs) and dialogue with staff.
- Advise on the graduated approach to providing SEND support
- 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 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 SEND up to date
- Present pupils to the Locality SEND Support panels for consideration of additional resources

The SEND governor will:

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

The head teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND.

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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND Information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs including

- Communication and Interaction, for example, ASD, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, ADHD

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, cerebral palsy
- Moderate/multiple learning difficulties, for example, Down's syndrome

5.2 Identifying pupils with SEND and assessing their needs

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

We will assess each pupil's current skills and levels of attainments 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 pupil's previous rate of progress
- Fails to close the attainment gap between the pupil 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 SEND.

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/carers. We will use this to determine the support that is needed and whether we can provide it through the mainstream school offer e.g. quality first teaching or if the pupil requires something different or additional.

In September 2021 Beaumont was instructed to become a part of the 'Locality SEND Support'(LSS). LSS schools are able to request additional resources to increase early intervention provision for pupils with SEND. 'Locality SEND Support Resources Funding', can be requested by LSS schools, with parental involvement, after schools have demonstrated that they have used all the resources available to them and demonstrated that additional resources are necessary to fully support the pupil's needs effectively in mainstream schools. Further information regarding LSS can be found on the school website.

5.3 Consulting and involving parents / carers and pupils

We will have early conversations with the pupil and their parents/carers when identifying whether they need special education provision. Conversations with these stakeholders will ensure that:

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

The SEND Register

The register provides an updated record of all pupils receiving additional SEND support so that:

- progress and achievements of individual pupils with SEND can be closely scrutinised and provision reviewed to ensure that provision is making an impact and helping to overcome difficulties.
- there is an overview of the range and level of need across the school
- school provision reflects and is responsive to current profile of need
- effectiveness of whole school provision can be evaluated and emerging trends across different year groups or subject areas can be identified and addressed.

Once identified as requiring additional SEND support, pupils will receive individual targets and a tailored package of support to target key areas of difficulty.

5.4 Assessing and reviewing pupil's progress towards outcomes

This will be managed through a four-part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupil's strengths and barriers to learning. It will ensure that any additional provision is closely matched and will support progress towards short and long term targets and outcomes.

The class teacher will work with the SENDCO to 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

A full list of external agencies the school uses to support the progress and welfare of pupils with SEND is included in Appendix 2.

The assessments will be reviewed regularly.

Where appropriate, a teacher will write an 'Individual Education Plan' for a pupil. This is a half term plan that contains specific, measurable, attainable, realistic and time bound (SMART) targets written specifically for an individual pupil. The IEP targets and the progress made towards them are shared with parents / carers.

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.

- *Removal from the SEND Register:*

Where evidence shows that a pupil has made good progress and achieves the outcomes set they will no longer require additional SEND support and his/her name will be removed from the register.

Parents will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

- *Support for Pupils with Significant Needs:*

The additional needs of most of the pupils with SEND at our school can be met by interventions and resources available from the school budget or with additional funding through LSS.

In a few cases for pupils with the most significant needs it may become apparent that he/she will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning which cannot be funded long term from the school's own resources/budget or the LSS. In these cases, an application for an Education, Health and Care (EHC) plan can be made.

If a pupil has an EHC plan it will be formally reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

- *Meeting the needs of pupils with medical conditions*

In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential. These arrangements are set out in an Individual Health Care Plans (IHC).

The IHC plans will detail the type and nature of support that will be available. The plans will be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff
- Reviewed annually or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has SEND, the IHC plan will be closely linked to educational special provision so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Full details on the arrangements to meet the needs of pupils with medical conditions are set out in a separate policy which can be found on the school website.

5.5 Transition arrangements

The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENDCO. For pupils joining the school in our Reception class, the SENDCO and EYFS teacher will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.

Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the pupil's family and other key agencies supporting the pupil. This may involve setting up a detailed 'Transition Plan' which sets out clearly how the move will be managed. This is likely to be the case where the pupil has an EHC plan.

For pupils moving to secondary school or to a different school, the SENDCO and Year 6 teacher will make both written and verbal contact with the new school to share relevant information. As above, where the pupil has significant needs or has an EHC Plan, there will be a formal transition meeting when parents, pupils,

representatives from the new school and other key professionals discuss and plan support required to ensure there is continuity in the range and level of support offered.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all pupils in their class. Quality First Teaching is our first step in responding to pupils who have SEND.

5.7 Adaptions to the curriculum and learning environment

We have highly skilled teaching assistants to support children on a 1:1 or small group basis.

We make the following adaptions to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure that all pupils are able to access it, for example by grouping, 1:1 work, teaching style, content of lesson etc.
- Adapting our resources and staffing
- Using recommended aids such as laptops, iPads, coloured overlays, now and next cards, larger font etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.
- Providing children with Individual Education Plans (IEPs) where appropriate
- Providing the provision detailed in Hearing Access Plans or Visual Access Plans written by the Sensory Support Service

5.8 Additional Support for Learning

We have highly skilled teaching assistants to support children on a 1:1 or small group basis.

We work closely with the following agencies to provide support for pupils with SEND.

- Educational Psychology
- Speech and Language
- Sensory Support Service
- Occupational Therapy
- CAMHS
- Early Help
- Drama therapy
- Virtual School for Children who are Looked After

5.9 Expertise and training of staff

Our school is committed to an ongoing programme of training and support to enable teachers and support staff to have the understanding and skills required to differentiate and scaffold learning for the pupils with a range of SEND within everyday teaching.

Staff who support and deliver interventions for pupils with more complex needs have access to additional training to update their knowledge and skills.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the school's approach to supporting pupils with SEND.

The SENDCO attends the monthly LSS panel meetings and the termly Croydon briefing sessions. She has opportunities to attend other local and national training sessions to keep abreast of local and national policy and initiatives to continue to enhance SEND provision at our school.

5.10 Securing equipment and facilities

We work with relevant agencies to ensure that children with SEND have access to the equipment and facilities that they require.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' progress towards meeting their SMART targets on their IEPs
- Using pupil questionnaires
- Reviewing the impact of interventions
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

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

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

All pupils are encouraged to go on our trips and individual risk assessments are carried out as necessary.

All pupils are encouraged to take part in sports day/school plays/special workshops, individual risk assessments are carried out as necessary.

No pupil is ever excluded from taking part in these activities because of their SEND.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the Beaumont Parliament
- Pupils with SEND are encouraged to be part of NEST club to promote social skills and friendships
- Our 'Wellbeing and Support Mentor' is available to meet with SEND pupils
- We recognise that pupils with SEND are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We work closely with the following agencies to provide support for pupils with SEND.

- Educational Psychology
- Speech and Language
- Sensory Support Service
- Occupational Therapy
- CAMHS
- Early Help
- Drama therapy
- Virtual School for Children who are Looked After

5.15 Concerns and complaints about SEND Provision

Parents / Carers are encouraged to share any concerns they have about the quality and impact of SEND provision for their child at the earliest possible opportunity. In the first instance parents should speak to the class teacher, with further discussions with the SENDCO and other senior leaders as required.

Parents will be encouraged to seek advice and support from the local parent SEND Information, Advice and Support Services (SENDIASS) and Mediation services. This is an independent, impartial and confidential service. The school can also make arrangements for parents to discuss concerns with other key professionals such as an Educational Psychologist. If concerns are still unresolved, parents will be asked to make a formal complaint and directed to the School Complaints Procedures on the website.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Croydon SEND team. Parents will be contacted directly to receive information about the mediation services available.

5.15 Contact details of support services for parents

Croydon's local offer is published here <https://localoffer.croydon.gov.uk/>

Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)
<https://www.kids.org.uk/croydon-sendiass>

5.16 Named contacts within the school for when pupils or parents have concerns

Mrs Catherine Donohue - SENDCO
 Mrs Anne Morrell – head teacher

5.17 Admission and accessibility arrangements for disabled pupils – accessibility plan

We are committed to providing a fully accessible environment which values and includes all pupils, staff, governors, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The accessibility plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the

Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Beaumont Primary School reviews the accessibility of provision for all pupils, staff and visitors to the school on an ongoing basis. The Accessibility Plan will contain relevant actions to:11

- Ensure full access to the physical environment of the school, adding specialist facilities as necessary.
- Ensure full access to the curriculum for pupils with any disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally as prepared for life beyond primary school. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Regularly review the delivery of written information provided to pupils, staff, parents and visitors with disabilities.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour and Discipline policy
- Equality and Diversity
- Inclusion
- Intimate Care
- Medical Needs
- Teaching and Learning

Appendix 1: Compliance with Statutory Duties

This policy meets requirements set out in the Children and Families Act 2014. It is written with reference to the following legislation and documents:

- Special Educational Needs and Disability Code of Practice 0-25
- Equalities Act 2010
- School Admissions Code of practice
- Supporting pupils at school with medical conditions (December 2015)
- Schools Complaint Toolkit 2014
- The National Curriculum
- Teachers Standards 2012
- Working together to safeguard Children (2018)

Appendix 2:

Links with Local and National services and organisations to support implementation of the SEND policy.

Croydon's local offer for SEND:

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

Croydon Educational Psychology Service	020 8241 5468
Croydon CAMHS	0203 228 0000 www.slam.nhs.uk
Occupational Therapy	020 8274 6854/50
Children's Physiotherapy	020 8274 6853
Speech and Language Therapy	020 8714 2594
Community Paediatricians	020 8274 6300 http://www.croydonhealthservices.nhs.uk
Peripatetic Visual Impairment Service	020 8760 5784
Peripatetic hearing impairment service	020 8760 5783
Croydon Locality Early Help	earlyhelp@croydon.gov.uk
Parents In Partnership (PIP)	0208 663 5626 www.pipcroydon.com/
SENDIASS (SEND support for parents and carers)	0208 663 5630 / 5631 croydon@kids.org.uk
Contact a Family	0808 808 3555 www.cafamily.org.uk/advice-and-support/
Council for Disabled Children	0207 843 1900 www.councilfordisabledchildren.org.uk/