



This policy should be read in conjunction with the following policies:

- EAL (English as an Additional Language) Policy
- Single Equality Policy
- Teaching and Learning Policy
- Assessment Policy
- Accessibility Plan
- Wellbeing Policy
- Safeguarding and Child Protection Policy
- Medical Conditions Policy
- Behaviour Management Policy

Introduction

This document is a statement of the aims, objectives and strategies for the teaching and learning of children with Special Educational Needs and Disabilities at Beaufort Primary School. It has been developed through a process of consultation with staff and Governors and is written in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations, and is fully compliant with the Special Educational Needs (SEND) Code of Practice: for 0 to 25 years (January 2015.)

At Beaufort we value the abilities and achievements of all our pupils. We are committed to providing for each pupil, the best environment for learning.

Part 1 : Basic information about the school's SEND provision

At Beaufort Primary School we use the definition for SEND and for disability from the SEND Code of Practice (2015). This states that:

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 or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has 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.

For children aged two or more, special education provision is an educational or training provision that is additional to or different from that made generally for other children or young people of the same age.

Many children and young people who have SEND may have a disability under the Equality Act 2010 –that 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’.

The school provides special educational provision for pupils who require;
“special educational provision, that is provision **different from or additional to** that normally available to pupils of the same age.”

The school provides for pupils whose special educational needs broadly fall into the 4 areas of need, as suggested in the SEND Profiles of Need (September 2019):

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

Guiding principles

At Beaufort Primary School, we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.

At Beaufort Primary School we follow the new National Curriculum statement on Inclusion. We expect our teachers to set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that our pupils with SEND will be able to have full access to the national curriculum with the right support in place. Potential areas of difficulty will be identified and addressed at the outset of work. We make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual pupils and where appropriate as part of the planning for the pupil we provide access to appropriate resources, ancillary aids and assistive technology.

All pupils are entitled to an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Objectives of the school’s SEND policy

We will ensure that a child or young person with SEND will have their needs met through a rigorous programme of identification, assessment, planning and support. To achieve this;

- the views of the pupil will be sought and taken into account
- our parents have a vital role to play in supporting their pupil’s education

- our pupils with SEND will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- all pupils require access to Quality First teaching
- the school will manage its resources to ensure all pupils' needs are met
- the identification of pupils requiring SEND provision as early as possible in their school career
- provision and progress for our SEND pupils will be monitored and reviewed regularly allowing us to meet individual needs through a wide range of provision
- the school will involve outside agencies when appropriate
- Education, Health & Care Plans will be reviewed regularly in line with regulations
- appropriate training will be provided to ensure a high level of staff expertise to meet pupils' needs

Where a SEND is identified, the school will put appropriate interventions in place, including regular review of the progress made and adaptations to the support provided as required.

The arrangements that have been made for coordinating the provision of education for pupils with SEND at the school.

The school's provision for pupils with SEND will be coordinated by Mrs Samantha Jaycock, the Inclusion Leader for the school.

The Inclusion Leader has an important role to play with the head teacher and governing body, in determining the strategic development of SEND policy and provision in the school.

The Inclusion Leader has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The Inclusion Leader provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The Inclusion Leader is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the Inclusion Leader are:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher, Mrs Emily Ferris, where a looked after pupil has SEND
- advising on the 'Ordinary Available Provision' document in providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils, including those on the SEND register

- liaising with early years' providers, other schools to support transition of pupils with SEND
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- being a key point of contact with external agencies, especially the local authority and its support services
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

Admission Arrangements for pupils with SEND

No pupil will be refused admission on the basis of his or her special educational need. The admission arrangements for pupils with SEND who do not have an EHCP are the same as the school for a whole. The school seeks to comply with the 2010 Discrimination and Disability Act and will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision

Part 2 : Information about the school's policies for the identification, assessment and provision for all pupils with special educational needs

SEND Funding

The school's SEND provision is funded largely from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. When it is agreed to place a pupil on the school's SEND register it is because their additional needs are significant and they require additional support that the school may fund up to an additional £6,000. In exceptional cases the school can apply to the LA for top up funding which is in the form of an EHC plan.

How pupils with special educational needs are identified and their needs determined and reviewed

As stated in the SEND Code of Practice 2015, teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress or there are other factors hindering their access to learning, teachers, SEND team and parents will collaborate on problem-solving, planning support and teaching strategies for individual pupils. This involves several aspects, and include such things as;

- The first response should be **high quality teaching**, differentiated for individual pupils who have or may have SEND
- Lessons should be planned to address potential areas of difficulty and to **remove barriers** to pupil achievement
- Request for support from Inclusion Leader (See Appendix A)
- Discussions through Termly Pupil Progress Meetings
- Multi-professional discussions
- External agency advice
- Parental and staff discussions
- Reviewing current provision and deciding next steps

Teaching Assistants (TAs) play a major role in the support of pupils with SEND, although are not in any way a substitute for the class teacher. The rationale for deployment of TAs is class based and pupil centred.

The identification of SEND will be built into the school's overall approach to monitoring the progress and development of all pupils.

Prior to a child joining the SEND register several actions may have been implemented and or put in place; (prior to involvement of the SEND Team)

- Use existing information and child's strengths as a starting point
- Use baseline assessment to identify what child knows, understands and can do
- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps
- Involve parents

- Involve child
- Will not have assumed difficulties are within the child
- Use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Differentiation – personalised learning - matching planning to individual needs
- Appropriate interventions that are monitored and impact measured
- Take responsibility for planning and overseeing any interventions or support arrangements to address the child’s learning difficulties.

In line with the Code of Practice requirements the school will deliver a **Graduated Response and use of the model below;**



Plan

- Parents must be formally notified, although should have already been involved. They should be fully aware of the planned support and/or interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home
- Recording the adjustments, interventions and support, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- All staff who work with the pupil should be made aware of their needs and any teaching strategies or approaches that are required – supported by an ‘All About Me’ Profile and the child’s individual targets

Do

- The class teacher should remain responsible for working with the pupil on a daily basis and retain responsibility where the interventions involve group or one-to-one teaching away from the main class.
- Class teachers should work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

- The Inclusion Leader should support the class or subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

- The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed.
- The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents.
- This should feed back into the analysis of the pupil's needs.
- The class teacher, working with the Inclusion Leader, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation.
- Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps (clearly identified on the child's individual targets).

This cycle is repeated and reviewed regularly (termly) and actions and decisions are made based on impact and progress.

The SEND Code of Practice is statutory guidance to support identifying a pupil's needs in the first instance. The areas of need are broken down into the 4 main areas, as outlined below, and can be supported by the 'Ordinarily Available Provision' document;

- **Cognition and Learning** - Support for learning difficulties may be required when a child learns at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs.
- **Communication and Interaction** - Children with speech, language and communication needs (SLCN) have difficulty communicating with others. This might be because they have difficulty in receptive or expressive language including understanding what is being said to them, difficulty saying what they want to, or difficulty understanding or using the social rules of communication.
- **Social, Emotional and Mental Health Difficulties:** Children may experience a wide range of social and emotional difficulties which manifest themselves in many different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying health difficulties. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

- **Multi-Sensory Impairment and physical and Medical Profile of Need -**
Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

Arrangements will be monitored to identify those pupils not making sufficient progress with this level of support because of their special needs, at which point a discussion is had to decide whether the pupil should be placed on the school's SEND register.

The School's Approach to Identification and Assessment of SEND

At Beaufort School, we believe that pupils' needs should be identified and met as early as possible. The Inclusion Leader is part of termly 'Pupil Progress' Meetings where children's progress and needs are discussed, and appropriate provision, resources and/or support is put into place for specific pupils or staff.

At Beaufort, we use a number of additional indicators of special educational needs including:

- the analysis of data including entry profiles
- EYFS data;
- SATs and other annual pupil assessments, including reading and spelling ages;
- the use of SEND criteria;
- high quality formative assessment, including marking;
- specific assessments;
- completing of Inclusion Leader referral forms;
- observations made;
- following up parent concerns;
- tracking individual progress over time;
- information from previous schools;
- information from other services;

For higher levels of need, our school has arrangements in place to draw on more specialised assessments from external agencies and professionals, such as:

- Specialist Teachers for Inclusive Practice (STIPs) Team
- Physical and Sensory Support Services – supporting children with physical, hearing, visual and multi-sensory impairments
- Freemantles Outreach Services (ASD Outreach)
- Other outreach services
- Speech and Language Therapy
- Occupational Therapy
- Educational Psychologist
- Child and Adolescent Mental Health Services (CAMHS) and Mindworks
- Race Equality and Minority Achievement (REMA) team
- Multi-disciplinary Team Assessments

- Local Early Autism Programme (LEAP)
- Specialist Early Education Service (SEES)
- Access to Education (A2E)
- Hospital Teams as required
- Community Paediatricians
- School Nurse Team
- Educational Inclusion Officer
- Family Link Worker

SEND Register

It is the responsibility of the Inclusion Leader to keep the SEND Register up-to date. Children may be added or removed from the Register as and when is required. No child will be added or removed without the input of parents/carers.

Placing pupils on the school's SEND register will be considered when pupils meet the criteria outlined in the SEND Code of Practice, where 'provision is **different from or additional to** that normally available to pupils of the same age'. This may include;

- Being unable to make appropriate progress and involving experts advising on a personalised plan, specialist assessment, advice on new strategies, additional support
- Triggers – little progress over time, NC levels below age expected level or serious cognition/social & emotional/physical/sensory/communication/interaction difficulties.
- Interventions have not made a significant improvement
- Additional support/resources or interventions are required to enable a child to meet their potential due to an underlying disability
- Resources required to support access to learning and overcome barriers

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents.

In consultation with the pupil and parents a plan will be drawn up to achieve the agreed outcomes through support and intervention arrangements.

- External agencies will be contacted and will see existing records and carry out their own assessments
- SEND Team & class teacher will consider a range of approaches, materials, resources including ICT and interventions
- Plans for the use of support will relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental targets
- Progress towards these outcomes will be tracked through the Assess, Plan, Do, Review approach

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, it may be appropriate to ask the LA to carry out a statutory assessment of their needs to see if they are eligible for an Education Health

and Care Plan (EHCP). The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the pupil's progress over time and will also need clear documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 8 of the Code of Practice.

Education Health and Care Plans (EHCP)

Once a pupil has an EHCP, the Inclusion Leader of the school will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually. If a pupil's SEND needs change, the local authority will be informed and will arrange to hold an interim review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHCPs please see the Local Authority's Local Offer.

Preparing for adulthood (transition)

At Beaufort Primary School we help our pupils with SEND to start planning for their future adult life as early as possible. Our aim is to support our pupils to go on to achieve the best possible outcomes for their future. This could include, for example:

- Helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Support on looking at aspirations.
- Developing their understanding of self, including any diagnosis they may have

How the Local Governing Committee will evaluate the success of the education which is provided at the school to pupils with special educational needs.

The school publishes information on their websites about the implementation of the policy for pupils with SEND – The SEND Information Report <https://beaufort.surrey.sch.uk/wp-content/uploads/2023/03/Beaufort-SEND-Information-Report-2023.pdf> and also Wave Provision Report showing the support/interventions etc that are provided and available at Beaufort <https://beaufort.surrey.sch.uk/wp-content/uploads/2023/03/Beaufort-SEND-Waves-of-Provision-2023.pdf>

Arrangements made by the Local Governing Committee relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Any complaints from parents of pupils with special education needs concerning the provision made at the school should be made through the school's Complaints procedures which can be found on the school's website.

Part 3 : Information about the school's staffing policies and partnership with bodies beyond the school

Arrangements for Professional Development for all staff

The professional development of all staff involved in meeting the needs of pupils with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEND specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the Inclusion Leader.

The role played by the parents of pupils with special educational needs

All parents and carers of pupils with special educational needs and disabilities at Beaufort Primary School are considered to be our partners. They will be supported so as to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education.
- Have knowledge of their pupil's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective staff at Beaufort Primary School will:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Focus on the pupil's strengths as well as areas of additional need.
- Recognise the personal and emotional investment of parents and be aware of their feelings.
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions and are given documents to be discussed well before meetings.
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers.

- Recognise the need for flexibility in the timing and structure of meetings.

Pupils

The pupil's views will always be ascertained, but this may not always be through direct discussion with the pupil. Pupils will be enabled/encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued.

Any links with other schools, including special school, and the provision made for the transition of pupils with special educational needs between schools or between the school and the next stage of life or education.

Liaison with regard to the successful transition of pupils with SEND is undertaken with receiving and sending schools prior to transfer. Contact is coordinated by the Inclusion Leader with the support of other staff involved.

At Beaufort Primary School we have links with many external agencies including Freemantles Outreach Centre (ASD, Autistic Spectrum Disorder) and Sythwood Primary School VI Unit to enhance our provision for pupils with SEND. We are also part of an MAT including other local schools where we share resources and expertise.

Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of pupils with special educational needs. Contact is coordinated by the Inclusion Manager.

The school also employs a Family Link Worker (FLW) and Emotional Literacy Support Assistants (ELSAs) to support our children and families in times of need.

This policy will be reviewed and updated annually.

Policy Written: November 2023

Reviewed by the Local Governing Committee at its meeting on:

Review Date:

Signed.....Date.....

APPENDIX A: Referral to Inclusion Leader

Referral to Inclusion Leader

Name of Pupil:			
Class:			
Date:			
On the SEND register:	YES	NO	
Consideration for the SEND register	YES	NO	If yes please consider reasons for this. Support to be discussed and Profiles of need to be completed with Inclusion Leader

What are your main concerns regarding this pupil? (circle as appropriate and add detail)			
Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Physical & Sensory
Current Academic Functioning/Levels:			
Reading – including bookband (if appropriate)			
Writing			
Mathematics			
When/How have these concerns been shared with parents?	Date:		
Any feedback from parents?	Meeting		
	Parents Evening		
	E-mail		
	Telephone Call		

What strategies and/or interventions have been implemented and what have the outcomes been?	
Strategies and/or interventions implemented	
Successful	Unsuccessful

What are you seeking from this referral? (please tick as appropriate)						
Advice from Inclusion Leader						
Observation from Inclusion Leader						
Assessment – please specify requirement						
Referral to External Agency/support	Behaviour Support	Learning & Language Support	Speech & Language	Educational Psychologist	REMA	Freemantles
	ELSA Support		Family Link Worker			
Other – please specify						