



Special Educational Needs and Disability (SEND) Policy and Information Report

This policy is written in line with the requirements of:

- Children and Families Act 2014 and associated regulations
- Special Educational Needs and Disability Code of Practice 0-25 years (DfE, 2014)
- Equality Act 2010
- Schools Admissions Code (DfE, 2012)
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It is updated annually.

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

- Behaviour Policy,
- Assessment Policy,
- Equalities Policy,
- Child Protection and Safeguarding Policy,
- Homelearning Policy,
- Early Years Policy,
- Transition Policy.

This policy was developed from the guidance from the lawful requirements detailed above in consultation with the SENDCo, headteacher and governing board. It will be reviewed annually.

Definition of SEN

In England, under the law, 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 (Children and Families Act, 2014, Part 3, 20 (1) and the educational provision that is required to meet the needs is 'special'. According to the Children and Families Act, 2014, Part 3, §20 (2), a child or young person may be seen as having such a difficulty if s/he experiences significantly greater difficulty in learning than the majority of same-age peers, or s/he has a disability which prevents him (or her) from making use of (educational) facilities 'of a kind generally provided for' same-age peers in mainstream educational institutions.

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010. This is defined as '...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'. 'Long-term' is defined as 'a year or more'. 'Substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014, p5)*. This may include children and young people with long-term medical conditions for whom adjustments will be made as required by the Equality Act, 2010.

Aims and objectives

Our school's vision statement is to aim to be a place whereby children who attend are served in a nurturing and value driven manner, in order for every aspect of their potential to be recognised and fulfilled. Our desire is for children (and staff) to be part of a school for which they feel pride and excitement- one which cares for each member much like a family. Through their time here at Beecroft Academy, we hope that children will learn:

- A set of moral and spiritual values
- A core set of skills, such as reading, writing and mathematics, physical, scientific and artistic,
- A hunger to better themselves and persevere,
- A high sense of self- esteem and an understanding of their own value as individuals,
- A tolerance and respect for all regardless of gender, religion or ethnicity,
- To be confident and successful learners.

Our school's overall approach to SEND practice and provision is,

- To identify and provide for children with SEND through a graduated response,

- To adhere to the guidance in the SEND Code of Practice (DfE, 2014)
- To ensure a whole **school** approach to the management and provision of support for SEND so that each child's needs are identified and met.
- To provide a suitably qualified and experienced SENDCo who will lead and facilitate the SEND provision within the school.
- To provide support, advice and CPD for all staff with SEND children.
- To develop, lead and maintain partnerships and high levels of engagement with parents, children and all stakeholders in relation to SEND.
- To ensure access to a broad and balanced curriculum for all children regardless of SEND.

Requirements of the SEN Information Report.

1. The kinds of special educational need for which provision is made at our school.

Beecroft Academy is mainstream primary school. We currently make provision for children with **a diagnosis of** ASD, ADHD, **Asperger Syndrome**, Global Developmental Delay, Dyslexia and Dyscalculia tendencies, Speech and Language difficulties (receptive and expressive) behavioural difficulties, social, emotional and mental health difficulties, Sensory Processing Difficulties, Echolalia, Epilepsy and fine and gross motor skill delay. **We also make provisions for children without or yet to receive a diagnosis. For example, those who are working towards Age Related Expectations (ARE) due to a cognition and learning difficulty, or due to absence from school such as COVID lockdowns and isolations.**

We ensure that our admission arrangements for students do not discriminate against or disadvantage disabled children or those with special educational needs.

2. Information about the school's policies for the identification and assessment of children with special educational needs

At Beecroft Academy we assess each student's needs on entry. We then use a range of assessments at various points from the GL assessment package such as progress tests in English and mathematics, cognitive ability tests, (CAT's) children attitude to self and school (PASS) and Dyslexia and Dyscalculia screening to monitor the progress of all children 2-3 times a year. Where progress is not in line with age related expectations, we devise additional support to enable the child to 'narrow the gap'. Examples of extra support and interventions are Lift Off to Language, phonics (Letters and Sounds and Sounds Write) Play Therapy, well-being groups and Precision Teaching. Across all year groups class staff also deliver specific intervention groups with a particularly focus on the children's current and future learning (pre and post teaching) to help the children either consolidate learning taught to the earlier in the day or to teach them key skills ahead of the next lesson.

If children continue to make inadequate progress, in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. 'Inadequate progress' is that which:

- Is significantly slower than that of their peers starting from the same baseline,
- Fails to match or better the child's previous rate of progress,
- Fails to close the attainment gap between rate of progress,
- Widens the attainment gap.

SEN Code of Practice (2015, 6.17)

At Beecroft Academy we have access to external advisors who are able to use assessment tools from **there their** area of expertise. The outcome of this more detailed assessment will be shared with parents/families and the child, and we will discuss with them what additional resources and different approaches are required to enable the child to make better progress. We will put the outcome of this discussion into a SEN support plan and **it will be** reviewed regularly, and refined / revised if necessary. At this point, we will have identified that the child has a special educational need and make special educational provisions for the child which is additional and different from

what is normally available. The child's name will be placed onto the school SEND register under the heading of which SEND stage they are.

When a child is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the child are aware of the support to be provided and the teaching approaches to be used by sharing IEP's and SEND Support Plan's with them.

3. Information about the school's policies for making provisions for children with special educational needs whether or not they have EHC Plans, including (a) How the school evaluates the effectiveness of its provision.

At Beecroft Academy we follow an Assess – Plan – Do – Review cycle;

- Assess – the child's needs
- Plan – what you need to do, the provision needed and what outcome should be achieved
- Do – put the provision in place
- Review – what difference is it making towards outcomes?

Assess

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. A clear analysis of the needs of the child will have been established during the completion of the initial concerns checklist, however, when a child is placed on School Support at Beecroft Academy, it may be necessary to further analyse the precise gaps in a child's learning and development in order to further clarify what the barriers to learning may be. This may be achieved by the use of standardised testing, criterion referenced testing or SEND specific checklists among other tools. Staff, parent and the child's views and opinions are gathered and used too.

The child's needs will also be compared to the [graduated response document](#) issued by the local authority, which gives guidance about identifying SEND.

Beecroft Academy aims to work in an integrated manner to meet the needs of the "whole child", and therefore it may be appropriate to request additional support for a child through the Early Help Assessment process, or Team Around the Child (TAC) at this stage. Our school have a dedicated wellbeing liaison team to support with this. This is led by Miss Clark with assistance from Mrs. Saunders.

Plan

Class teachers will retain the prime responsibility for responding to a child's identified need. The Code of Practice clearly says that "all teachers and support staff should be made aware of a child's needs, the support provided and any teaching strategies or approaches that are required." At Beecroft Academy this is achieved through the use of individual educational plan's (IEP's) which identify the needs of the child, the targets for progress, how these targets will be implemented, the frequency of support received by the child and have clear criteria for success within an agreed time frame.

Interventions are planned in a cohesive manner and are linked to discussions held at pupil progress meetings and key stage meetings. Interventions are planned robustly to ensure progress for children.

The level of support provided will be flexible and will depend on the immediate needs of the individual child.

Do

Class teachers at Beecroft Academy work closely with teaching assistants and specialist staff who are delivering interventions and targeted provisions to plan and assess the impact of these interventions.

All staff, where possible, attend child progress meetings and key stage meetings to ensure effective sharing of information, and teaching assistants delivering interventions also provide regular written updates about the impact of the provision for each child.

~~Provisions and programmes for support used at Beecroft Academy are identified in provision maps which identify a graduated response to provision to meet needs.~~

Review

All staff continually review the progress of all children on a daily, albeit informal, basis in every lesson through marking and feedback opportunities as well as regular discussions with support staff, and staff will make necessary adaptations to teaching and learning approaches and provision as appropriate

At Beecroft Academy there are also more formal, rigorous ways of tracking progress. These include termly pupil progress meetings. These meetings will consider whether children with SEND are on track to reach their targets, whether there is an increase in previous rates of progress and whether there is a narrowing gap (attainment and progress) between children with SEND and those without.

IEP meetings for all SEND children will be held with the class teacher, the child and parents/ carers in October and reviewed in January, April and again in July ready for the next academic year. During this IEP meeting, the IEP will be discussed and reviewed, the class teacher will discuss support in and parents/ carers will have time to discuss how the child is supported at home. The child's view is also valued and they will have an opportunity to discuss their progress and strategies.

Any children with educational, health and care plans (EHCP's) will be reviewed according to the dates on their plans (this is usually annually.)

These meetings will address the following key considerations:

- has the child achieved the agreed targets?
- what is the evidence from regular day to day tracking?
- has there been a generalisation of skills transferring back into class work?
- how have children's parents responded to targeted provisions?
- what are the views of all stakeholders?
- how does this term's evaluation feedback into the analysis of child's needs.
- what are the necessary changes to support, provision and targets needed for next term?

It is important at this stage to assess whether a child needs to remain at School Support, whether they require more or less interventions to overcome barriers to learning, or whether the school has, despite its best endeavours been unable to effectively address the SEND of an individual child. If this is the case the school will consider (with reference to the Central Bedfordshire graduated response document, and the Local Offer) whether it needs to request advice from outside agencies. If this is considered in the best interests of the child, the SENDCo will facilitate a referral to the appropriate agency after collaborating with parents, children and staff. The SENDCo may also consider whether she needs, in collaboration with parents, to apply for an EHC needs assessment in order to access funding from the Local Authority

(b) The school's arrangements for assessing and reviewing the progress of children with special educational needs

Every child in the school has his/her progress tracked at least three times per year. In addition to this, children with special educational needs may have more frequent assessments of reading, spelling, and so on to see if children are increasing their level of skills in key areas. If the school's assessments do not show adequate progress, the SEN support plan will be reviewed and adjusted. We will make every effort to ensure that parent/families and the children will be actively involved at all stages in this process.

(c) The school's approach to teaching children with special educational needs

We make every effort to ensure high quality differentiated teaching in our classrooms for all our children. See the school's teaching and learning policy for detailed information on this. Specifically, for our SEND children we use individual plans (IEP's which match the provision to the child's individual needs.)

In meeting the needs of individual students in classroom the school employs some additional teaching approaches. Lots of these are detailed in section 2 however some examples are a range of small group pre and post teaching, Lift Off to Language, Play Therapy and Precision Teaching.

(d) How the school adapts the curriculum and learning environment for children with special educational needs

The school adapts the curriculum and learning environment and makes the reasonable adjustments to these where necessary. This is very much dependent on the individual needs of the child. For example, some children have their own workstations in the classroom with their own resources; some make use of the visual timetables and now and next boards; some may have calm/ quiet area in the classroom or make use of the schools' sensory room (Rainbow Room) For children with sensory processing difficulties staff take into consideration the noise level, temperature, lighting, distracting displays, distance between children on the carpet and at the table. When planning the curriculum, staff consider the use of aids such as writing prompts/ frames, instruction checklists, word banks, visuals, number squares, Numicon etc. The information on the child's IEP is considered within the overall curriculum.

(e) Additional support for learning that is available to children with special educational needs

The degree and kind of support required for each child with SEND to make good progress will vary. A full list of the interventions we offer is on our provision map. Resources are allocated depending on the child's need, what is available and from advice given to school from external professionals. Children with named resources on their EHC plan will receive funding from the local authority to support these.

The school is required to provide up to £6000 per year of resource for children with high needs, and above that amount the Local Authority should provide top up to the school.

(f) How the school enables children with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to children at Beecroft Academy are available to children with special educational needs. Where necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the child in the activity. For example, during break times, lunchtime, the beginning and end of the school day, during afterschool clubs and trips and visits (including overnight residential.)

(g) Support that is available for improving the emotional and social development of children with special educational needs

Beecroft Academy aims to work in an integrated manner to meet the needs of the "whole child", and therefore it may be appropriate to request additional support for a child through the Early Help Assessment process, or Team Around the Child (TAC) at this stage. Our school have a dedicated wellbeing liaison team to support with this and any attendance concerns. This is led by Miss Clark with assistance from Mrs. Saunders

The school also has access to a beautifully decorated nurture room, a sensory room (Rainbow Room) and 'Retreat 87' which is cozy cabin overlooking the school field. All of these are used in a range of ways for a range of children throughout the day. We have employed a Play Therapist to work with some children on a 1:1 basis one day a week, and **previously** we have invited Pets for Therapy to come into school and support our children one afternoon a week. We also have advice and guidance from external professionals such as CAMH's, CHUM's and the behaviour outreach team.

4. The name and contact details of the SEN Co-ordinator

The SENDCo at Beecroft Academy is Mrs. Mitchell who is a qualified teacher and SENDCo, and completed the National Award for SEN Co-ordination in July 2019.

The contact details for Mrs Mitchell are: 01582 663486 or by email at sendco@beecroftacademy.co.uk.

Mrs Mitchell has teaching commitments on Monday and Tuesday, Friday therefore corresponds during her non-teaching days and endeavours to correspond within two working days.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had the ASD training delivered by the ASD outreach team. They have also received internal training led by the SENDCo on the graduated approach, the assess-plan-do-review cycle and in writing and reviewing IEP's.

In addition, the following teachers have received specialist training as follows:

- Ms Wallis and Mrs Hedges- Attention Autism
- Mrs Room- PEC's
- Mrs Gale, Ms Wallis and Mrs Walker- BLANK's speech training.
- Mrs Gill and Mrs Matthews- Level 2 CACHE in Understanding Autism

If a training need is identified beyond our current staff specialisms we are able to access a number of outreach teams for behaviour, SEMH and ASD. These specialists plus CPD led by the local authority's SEND team and SALT team is available regularly throughout the year too.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured

Under the Disability Equality Act, schools are required to take proactive steps to ensure their disabled children, staff, governors, parents/carers and visitors are treated equally. Beecroft Academy aims to address any issues of accessibility for our school community. And partake in regular health and safety walks around the school with the site agent and governors. Currently Beecroft has good facilities for disabled members of the school community, both within the physical environment and access to the curriculum and information for children.

Where external advisors recommend the use of equipment or facilities which the school does not have we can ask the SEND support team at our local authority and other local schools for support and/or guidance.

7. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of children at Beecroft Academy are invited to discuss the progress of their children twice a year- once in the autumn term and one in the summer term. They will also receive an interim written report in February and will receive a written report at the end of the academic year. In addition, all new families will have to opportunity to attend Early Year's open days and have a new parents visit with a member of the SLT. ~~The head teacher meets termly with parents through a Family Forum meeting where strengths and concerns form parents are discussed.~~

In addition, parents of children with IEP's will be invited into school each term to review this and write a new IEP for the follow term. Any children with educational, health and care plans (EHCP's) will be reviewed according to the dates on their plans (this is usually annually) with termly reviews taking place over the year too.

Parent/carers will be invited to all planning and reviews of provision for SEND and actively supported to contribute to assessment, planning and review. Wherever possible annual reviews will also include other agencies involved with the child. Information will be made accessible for parents.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a child has been identified as having special educational needs s/he will be consulted about and involved in the arrangements made for them as part of person-centred planning. This information will be elicited from the child during a discussion with someone they know well (class staff, 1:1 teaching assistant) and their answers will be transcribed for them if needed. We give opportunities for children to attend IEP and EHCP review meetings if they and their parents feel it is appropriate.

9. The arrangements made by the governing body relating to the treatment of complaints from parents of children with special educational needs concerning the provision made at the school

Beecroft Academy has a formal complaints procedure for any complaint made by parents/ carers. This procedure should be followed for any complaint about provision made for special educational needs. We encourage parents to discuss their concerns- in the first instance –with their child's class teacher. Should the problem remain unresolved, the complaint should then be discussed with the following:

The SENDCo,
The head teacher,
The Inclusion Governors,
The Governing Body,
in that order.

Every effort will be made to ensure that a satisfactory resolution of the problem in as short a time as possible. If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of children with special educational needs and in supporting the families of such children.

At Beecroft Academy we believe it is paramount to liaise closely with external agencies to ensure the best possible provision for every child within school.

The governing body have engaged with the following bodies during school this year:

- Local authority's SEND support team,
- Local authority's Early Years SEND support team,
- Speech and Language Therapy
- Educational Psychology
- Occupational Therapy
- Child Development Centre – Community Paediatricians
- CAMH
- CHUM's
- ASD Outreach Team
- Behavioural Support Service (Jigsaw Centre)
- Play Therapy
- Pets for Therapy,
- Triple P (parenting support)
- School nurse.

11. The contact details of support services for the parents of children with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

To contact the local authority's parent partnership service, Central Bedfordshire Special Educational Needs & Disability Information, Advice & Support Service (SENDIASS) you can call **0300 300 8088**.

You will find details of our school's Local Offer at

<https://www.beecroftacademy.co.uk/family/send/send.html>

12. The school's arrangements for supporting children with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Beecroft Academy we also recognise the importance of effective transition arrangements, both from preschool into our school, and from our school to Secondary School. Every effort is made to ensure that transition points within the child's school career are supported to a high standard. We work closely with colleagues from other settings to ensure smooth transition for all SEND children. We ensure, where needed, additional transition arrangements are made.

Year 6 staff will liaise closely with Year 7 staff at local secondary school to ensure information is passed onto the new schools. Appropriate provision for the existing Year 6 children can then be made at their secondary school.

The SENDCo and appropriate staff will transfer information and documents to the secondary school

In situations where a child transfers schools part way through their time at Beecroft Academy the SENDCo will ensure that information and documents are given with the new school to ensure continuity of provision and a smooth transition for the child.

13. Information on where the local authority's local offer is published.

The local authority's local offer is published on

https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer

We advise parents and families without access to the Internet to make an appointment with the SENDCo for support to gain the information they require.

Written by Mrs C Mitchell (SENDCo)

To be reviewed in October 2022