

## Beormund Primary School

# Special Educational Needs and Disability (SEND) Policy

### Mission Statement

*“Working in partnership to inspire learning, empower individuals and enrich the community of the future”*

This policy outlines our statutory responsibilities and approaches to ensure that all our pupils can achieve the best possible learning outcomes and engage successfully in all aspects of the wider school community.

It complies with the statutory requirements and guidance set out in relevant legislation and documents.

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

The Deputy Head of School at Beormund Primary School has the role of Special Educational Needs and Disabilities Coordinator (SENDCO) and takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEN support. Our SENDCO also contributes to the strategic development of SEN provision.

Our SENDCO Allison McLaren can be contacted via email or through the school office

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The original SEN policy was agreed by the Governors: March 2017.

It will be reviewed at the next Governance meeting: July 2018

### **Section 1: Our values and vision in relation to SEN provision**

Beormund Primary School has a specific duty to educate children with SEN; specifically those identified as having ‘Social, Emotional and Mental Health Needs’, (SEMH). Children may also have additional diagnosis such as ASD, ADHD and ODD. The school is supported at an individualised funding level to facilitate this specialist provision. Beormund is committed to ensuring the children placed there make progress and achieve well through addressing the details of educational statements and co-ordinating the support work of the LA and other agencies external to the school. This introductory paragraph is the foundation of the ethos of the school and also informs the policy which will contribute towards meeting the following objectives that are aimed at effectively providing for pupils with statements for SEMH.

## Introduction

At Beormund all pupils are welcome and treated and valued equally irrespective of their identified SEN or the way in which it is manifested.

Beormund welcomes all pupils with SEN as an integral part of the school community. The school is committed to providing effective differentiation to offer curriculum and social access to all pupils. Beormund School recognises the need to provide personalised educational and curriculum planning and provision to many of its pupils.

Beormund acknowledges that some children will need additional support extending to a one-to-one basis on occasions. Teaching and pastoral support may be located in areas outside of the main body of the school when relevant to certain individual needs and situations. The school will provide the best individualised support packages possible and these will be reinforced with specialist advice and the explicit involvement of external agencies when appropriate.

Beormund recognises the importance of early identification of SEN and will work with other providers of services for those with SEMH to ensure that the earliest and most appropriate support is offered to a child. This may involve work with other schools and with families before the child is registered to attend Beormund.

Beormund is committed to working closely with the families of children with SEN. Parents, guardians and carers responsible for the children who attend the school will be respected and valued as partners and communicated and consulted with on a regular basis. They will be fully involved in their child's education, attendance issues and behaviour management.

The pupils will also have a voice that is valued and consulted with both within informal and formal arenas. Beormund recognises that children have a right to be involved in decision making about their education and future and the school looks to work with its pupils as partners and place emphasis on them taking responsibility for their time at the school.

Beormund will endeavour to work as efficiently and effectively as possible with all agencies involved with the children. A multi-disciplinary approach to SEN will be adopted and developed by the school at every opportunity

### **Aims of this policy:**

- To ensure that all our specialist provision at Beormund meets the special educational needs of and enables successful educational progression for all our pupils.
- To work in close partnership with parents, Southwark Local Authority and other key agencies so that the needs and strengths of each pupil are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision

- To ensure a high level of staff expertise to meet pupils' need through universal and targeted training/continued profession development
- To promote independence and resilience in pupils with SEND so that they are well prepared for transition to adulthood

## **Section 2: ADMISSION ARRANGEMENTS FOR PUPILS.**

All pupils who attend Beormund currently have an Education Health and Care Plan and are considered for admittance to the school if the Plan matches the SEMH provision the school offers. Pupils admitted to Beormund are admitted through consultation processes coordinated through the LA.

New pupils are invited to visit the school with or without a significant adult depending on pupil and family preference.

A further visit to the school may occur before a school place is offered if this is deemed appropriate and a place is available. After a place has been offered and accepted an induction with the pupil, their family or significant adult will take place. The induction includes a risk assessment, provision of school uniform, completion of the home school agreement, outline of school rules and assessments in literacy and numeracy. Some pupils may start at Beormund on a reduced timetable that gradually builds in duration when the pupil is successful and they are willing and able to access more time in school.

The LA will work closely with the school so that any decisions on placement for a pupil with an Education Health and Care Plan reflect the individual circumstances of each child and the school.

## **Section 3: Identifying Special Educational Needs**

Pupils who attend the school have been statemented previously by the LA (and now have an EHCP) whilst in another school or on roll at the 'Pupil Referral Unit', (PRU). As such the school is not directly involved with the identification of special needs. The staff at Beormund, do however, work directly with families and other stakeholders if it is felt that a pupil has additional or different needs to those named on the EHCP. This can lead to an EHCP being updated, additional support being requested or an alternative placement being recommended.

All pupils have an annual review report and meeting, an EHCP (Education Health and Care Plan) which is rewritten every year. The EHCP is reviewed formally every 12 months and the whole school population are actively encouraged to 'own' and act upon the aims and objectives contained in annual review reports and EHCP's.

Pupil progress is monitored and evaluated on a half termly basis by the class team working with the pupil concerned. Pupils also have their own risk assessments (including personal handling plans) and provision maps which track interventions and resources allocated to the pupils.

#### **Section 4: Meeting the needs of pupils with SEN.**

The arrangements for co-ordinating the provision of education for pupils at Beormund.

- All pupils at Beormund have an EHCP so the school takes a whole-school approach to co-ordinating the response to meeting the needs of all our pupils who all have SEN, which is then managed by the SLT of all the sites. Many pupils at Beormund also may have an EHCP or are on the SEN register with additional SEN support.
- Liaison amongst the staff concerning the pupils SEN takes place constantly and is evaluated several times a week at staff debriefings, team meetings and also during training events. These meetings and other information sharing exercises are coordinated and / or contributed to by members of the SLT.
- Extra support for those pupils in crisis or with extreme SEMH is organised by the SLT. A need for extra resources can be brought to the SLT and the matter will then be discussed within the SLT. The governors can be consulted if the school requests additional staffing or other resources from external agencies or funders.
- The teaching, support staff and pastoral team are responsible for the upkeep of pupil files and information. The pastoral support team has responsibility for the establishment and maintenance of pupil information files which include essential information such as previous school records and original and amended EHCPs. These records are overseen by the SLT.
- Staff are advised on strategies for meeting pupils SEN by colleagues and by the SLT who also co-ordinate external advice and support when appropriate.
- Arrangements for providing access by pupils with SEN to a balanced and broadly based curriculum (including the NC)

Beormund School is committed to providing the best possible differentiated curriculum to meet the very individual needs of its student population. Much of the core subject teaching is organised to take place within nurture groups thus adding to a sense of belonging and security as well as decreasing transition times around the school which could be disruptive and cause interruption to the pupils' attachments.

All pupils have personalised learning plans for numeracy and literacy. Other subjects are taught to the small well-supported groups in more traditional ways but verbal and written work is always differentiated to the correct level for the individual. Occasionally the best way to offer curriculum access at the correct level is deemed to be on a 1-to-1 level in a separate teaching area.

Short and medium term planning supports the curriculum provision. This combines with detailed 'Schemes of Work', (SOW), shared planning sessions and peer observation between groups of staff to ensure broad and consistent curriculum coverage at the correct levels.

Teaching staff have specific subject leadership responsibilities within the curriculum. An important part of this leadership is identifying and purchasing resources that offer curriculum access at the correct differentiated levels to all pupils. Subject leaders also carry out curriculum monitoring, checking pupil's samples of work and teacher's planning to ensure that the schemes of work are completed. The strenuous lesson observation timetable operated by the school evaluates and reviews the curriculum on a frequent basis. Information from lesson observations is collated and acted upon by the senior teacher who has overall responsibility for the curriculum.

Facilities for pupils with SEN at the school including facilities which increase or assist access to the school by disabled pupils.

There are a high number of ICT resources available in the class bases to facilitate the practical literacy difficulties many of the pupils encounter. These include PC's, iPads and netbooks.

The school is well signposted with rule reminders and directions to help pupils independently orientate themselves. Some of these signs may be symbolised or offered in pictorial form. Staff communicate with the pupils by offering them dialogue in more than one modality such as over exaggerating facial expression and using evocative body language whilst speaking.

Links with child health services, social services and educational welfare services and any voluntary organisations.

The school recognises the importance of the involvement of external agencies in the lives of the pupils and in contributing to the best practice of the staff. This input is co-ordinated by the SLT who may suggest to parents and tutors that input is needed or can be approached by the same parties to organise external agency support for a child.

The school has an active working relationship with social services, the youth offending team, the child and adolescent mental health service, the educational psychology service, the educational welfare service and the local police. At other times Beormund has worked effectively with the speech and language provision and other medical, clinical and peripatetic services that offer support to the children and those who work with them.

The school is committed to working with and developing all partnerships with external agencies and service providers.

### **Education Health and Care Plans (EHCP):**

All our pupils currently have Education Health and Care Plans. Any new pupil referred to the school who has recently had a multi- professional assessment will have an EHCP.

The EHC plan will be 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.

## **Section 5: 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 also be:

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

Where a pupil with a medical condition also has a disability or SEN the IHC plan will be closely linked to provision to support accessibility and additional educational needs 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 or requested from the relevant school office.

## **Section 6: Transition Arrangements** – Arrangements to support pupils with SEN moving into the school or moving to a different school.

The school is proactive in seeking to ensure that there is a successful transition between phases of education within the family of schools. In addition transition between mainstream into the Beormund as well as reintegration into mainstream is carefully planned.

**PRIMARY:** For pupils joining the school in our Key Stage 1 or 2 classes we 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. This may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may include setting up a detailed 'Transition Plan' which sets out clearly how the move will be managed.

**SECONDARY:** Similarly for pupils transitioning from Beormund and joining secondary a process of information sharing with the schools will take place. Where appropriate there will be a formal transition meeting when parents, the pupil, and other key professionals meet to ensure there is continuity in the range and level of support offered. This may include a continuation of external vocational provision.



**REINTEGRATION TO MAINSTREAM:** Beormund School actively encourages and promotes the reintegration of pupils into mainstream environments whenever and wherever possible. The possibility of reintegration into the mainstream is constantly reviewed by the SLT and discussed with other relevant members of staff.

### **Section 7: Funding and Resources**

The school receives funding from the Local Authority each year to facilitate the needs of the pupils who all require SEN support. The LA has designated Beormund pupils' specific fee bands that are higher than the norm because of the complexity of their needs.

The school leadership works closely with the LA and the governing body to systematically apportion its budget in the most efficient way possible to maximise the benefit to the pupils.

### **Section 8: Training**

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils within everyday teaching. The school is committed to providing and facilitating attendance at in-service training in all relevant areas of SEN provision. Needs analysis are undertaken to identify individual and whole school training needs.

Our staff team includes a team of therapeutic staff with more specialist skills to support and deliver interventions for pupils. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

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

### **Section 9: Roles and Responsibilities**

#### **SENDCO:**

All the SLT in their role as SENDCO have the day to day responsibility for the operation of the SEND policy and the provision in school. As the SENDCO they provide guidance and support to all staff in relation to meeting the needs of pupils and have a key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and support progress for pupils.

## **The Governing Body**

The code of practice states that there should be a member of the Governing Body or a subcommittee with specific oversight of the school's arrangements for SEND.

The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils have the opportunities to make good progress and play an active and fulfilling role in the life of the school.

The Governing Body will ensure the school meets all its statutory duties, ensure that additional funding is deployed effectively and the views of parents and pupils are fully considered.

Other key staff who are actively involved in supporting and coordinating provision and part of our wider inclusion team include:

Designated teacher for Safeguarding: Lisa Butcher/Nichola Moffatt

Designated teacher for Looked After Children: Allison McLaren

Line Manager for Therapists: Allison McLaren

Designated SEND Governor: Polly Walker

## **Section 10: Monitoring and evaluating SEND Provision**

The school undergoes an active process of continual review and improvement of provision for all pupils.

In evaluating the quality of the SEND provision the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.

## **Section 11: Dealing with Complaints**

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the SLT as required. The school has an established complaints procedure that aims to deal with all issues in an empathic, sensitive fashion due to the sensitive and emotional nature of the pupils who attend the school. Confidentiality is paramount and pupils, parents or others may approach the SLT or a governor to raise concerns.

Where these initial attempts to resolve the issue are unsuccessful parents will be encouraged to seek advice and support from the Southwark Information and Advice Service (SIAS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. This might be the educational psychologist.

If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures.

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 Southwark SEN team. Parents will be contacted directly to receive information about the mediation services available.

## **Section 12: Anti Bullying**

We recognise that pupils with SEN 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.

## **Section 13: Disability Access Arrangements**

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take overtime to increase the accessibility of pupils.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

## **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 (June 2014)
- Schools Complaint Toolkit 2014
- The National Curriculum
- Teachers Standards 2012
- Working together to safeguard Children (2013)

## Southwark's local offer for SEN:

<http://localoffer.southwark.gov.uk/education/mainstream-schools/southwark-primary-schools-offer/>

## Appendix 2: Definition of Special Educational Needs

### SEND Code of Practice January 2015

- A child or young person has SEN 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: 16 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 or mainstream post-16 institutions
  - For children aged two or more, 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 by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
  - A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph
  - Above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).
  - Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

### Appendix 3: Links with Local and National services and organisations to support implementation of the SEN policy:

Southwark Educational Psychology Service

Southwark CAMHS [www.slam.nhs.uk](http://www.slam.nhs.uk)

Occupational Therapy

Children's Physiotherapy

Salt

Community Paediatricians



**Peripatetic Visual Impairment Service**

**Peripatetic hearing impairment service**

**Southwark Locality Early Help**

**Southwark Primary Behaviour Support Team**

**Parents In Partnership**

SENDIAS (SEND support for parents and carers)

[parentssupportherts@familylives.org.uk](mailto:parentssupportherts@familylives.org.uk)

Contact a Family

[www.cafamily.org.uk/advice-and-support/](http://www.cafamily.org.uk/advice-and-support/)

Council for Disabled Children

[www.councilfordisabledchildren.org.uk/](http://www.councilfordisabledchildren.org.uk/)