Special educational   
needs and disabilities (SEND) policy

 

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| **Approved by:** | [Name] | **Date:** [Date] |
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# 1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

* Make sure our school fully implements national legislation and guidance regarding pupils with SEND
* Set out how our school will:
  + Support and make provision for pupils with special educational needs and disabilities
  + Provide pupils with SEND access to all aspects of school life
  + Help pupils with SEND fulfil their aspirations and achieve their best
  + Help pupils with SEND become confident individuals living fulfilling lives
  + Help pupils with SEND make a successful transition into adulthood
  + Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
* Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
* Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
* Make sure the SEND policy is understood and implemented consistently by all staff

# 2. Vision and values

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

# 3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and the following legislation:

* [Part 3 of the Children and Families Act 2014](http://www.legislation.gov.uk/ukpga/2014/6/part/3), which sets out schools’ responsibilities for pupils with SEND
* [The Special Educational Needs and Disability Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1530/contents/made), which set out local authorities’ and schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
* The [Equality Act 2010](https://www.legislation.gov.uk/ukpga/2010/15/contents) (section 20), which sets out the school’s duties to make reasonable adjustments for pupils with disabilities
* The [Public Sector Equality Duty](https://www.legislation.gov.uk/ukpga/2010/15/part/11/chapter/1) (section 149 of the Equality Act 2010), which set out the school’s responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don’t share it
* The [Governance Handbook](https://www.gov.uk/government/publications/governance-handbook), which sets out governor's responsibilities for pupils with SEND
* The [School Admissions Code](https://www.gov.uk/government/publications/school-admissions-code--2), which sets out the school’s obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

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# 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

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# 5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

* A significantly greater difficulty in learning than most others of the same age, or
* A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**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.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

| Area of need |  | |
| --- | --- | --- |
| Communication and interaction | Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.  Pupils who are on the autism spectrum often have needs that fall in this category. |
| Cognition and learning | Pupils with learning difficulties usually learn at a slower pace than their peers.  A wide range of needs are grouped in this area, including:   * Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia * Moderate learning difficulties * Severe learning difficulties * Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment |
| Social, emotional and mental health | These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:   * Mental health difficulties such as anxiety, depression or an eating disorder * Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder * Suffered adverse childhood experiences   These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated. |
| Sensory and/or physical | Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.  Pupils may have:   * A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment * A physical impairment   These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers. |

# 6. Roles and responsibilities

6.1 The EHCP Co-Ordinator is Simone McGee

They will:

* Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in our 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 SEN, including those who have EHC plans
* Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
* Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
* Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
* Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
* Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
* When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil’s SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
* Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments.
* Make sure the school keeps its records of all pupils with SEND up to date and accurate
* With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into our school’s plan for continuous professional development
* With the headteacher, regularly review and evaluate the breadth and impact of the SEND support our school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
* Prepare and review information for inclusion in the school’s SEN information report and any updates to this policy
* With the headteacher and teaching staff, identify any patterns in our school’s identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

* Do all it can to make sure that every pupil with SEND gets the support they need
* Inform parents when the school is making special educational provision for their child
* Make sure that the school has arrangements in place to support any pupils with medical conditions
* Provide access to a broad and balanced curriculum
* Have a clear approach to identifying and responding to SEND
* Provide an annual report for parents on their child’s progress
* Record accurately and keep up to date the provision made for pupils with SEND
* Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
* Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favorably than others, the facilities provided to assist access of disabled children.
* Determine their approach to using their resources to support the progress of pupils with SEND
* Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

6.3 The SEND link governor

The SEND link governor is Rebecca Butterfield-Davis

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 headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

* Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
* Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
* Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
* Have responsibility for monitoring the school’s notional SEND budget and any additional funding allocated by the LA to support individual pupils
* Make sure that the SENCO has enough time to carry out their duties
* Have an overview of the needs of the current cohort of pupils on the SEND register
* Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
* With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school’s plan for continuous professional development
* With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
* With the SENCO and teaching staff, identify any patterns in the school’s identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

* Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
* 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 consider how they can be linked to classroom teaching
* Working with the SENCO to review each pupil’s progress and development, and decide on any changes to provision
* Ensuring they follow this SEND policy and the SEN information report
* Communicating with parents regularly to:
  + Set clear outcomes and review progress towards them
  + Discuss the activities and support that will help achieve the set outcomes
  + Identify the responsibilities of the parent, the pupil and the school
  + Listen to the parents’ concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child’s progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil’s SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

* Invited to termly meetings to review the provision that is in place for their child
* Asked to provide information about the impact of SEN support outside school and any changes in the pupil’s needs
* Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
* Given an annual report on the pupil’s progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

* Explaining what their strengths and difficulties are
* Contributing to setting targets or outcomes
* Attending review meetings
* Giving feedback on the effectiveness of interventions

The pupils’ views will be taken into account in making decisions that affect them, whenever possible.

# 7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

# 8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

If a pupil is joining our school, and:

* Their previous setting has already identified that they have SEN
* They are known to external agencies
* They have an education, health and care plan (EHCP)

Then our school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

* Everyone develops a good understanding of the pupil’s areas of strength and difficulty
* We take into account any concerns the parents have
* Everyone understands the agreed outcomes sought for the child
* Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record and given to their parents.

8.4 Levels of support

**Education, health and care (EHC) plan**

The EHCP plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school’s notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

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

* Tracking pupils’ progress, including by using provision maps
* Using pupil questionnaires
* Monitoring by the SENCO
* Holding annual reviews for pupils with EHC plans
* Getting feedback from the pupil and their parents

# 9. Expertise and training of staff

Training will regularly be provided to the teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school’s plan for continuous professional development.

# 10. Links with external professional agencies

The school recognizes that it won’t be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

* Speech and language therapists
* Specialist teachers or support services
* Educational psychologists
* Occupational therapists, speech and language therapists or physiotherapists
* General practitioners or pediatricians
* School nurses
* Child and adolescent mental health services (CAMHS)
* Education welfare officers
* Social services

# 11. Admission and accessibility arrangements

11.1 Admission arrangements

This is detailed in our admissions policy

[The Beechfield School - Admissions Policy - 2023.docx (sharepoint.com)](https://beechfieldeducation.sharepoint.com/:w:/r/sites/TheNestPolicies/_layouts/15/Doc2.aspx?action=edit&sourcedoc=%7B0645e57d-5ad3-4cbd-b141-1c34e0d58c10%7D&wdOrigin=TEAMS-MAGLEV.teamsSdk_ns.rwc&wdExp=TEAMS-TREATMENT&wdhostclicktime=1698325724503&web=1)

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# 12. Complaints about SEND provision

Where parents have concerns about our school’s SEND provision, they should first raise their concerns informally with the Headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school’s complaints policy. <https://beechfieldeducation.sharepoint.com/:b:/s/TheNestPolicies/Ebeeq-kt9I9JkB9OTvlgNhQB29-JA6dtspo2m96XrJZH8A?e=g0DoqF>

If the parent or carer is not satisfied with the school’s response, they can escalate the complaint. In some circumstances, this right also applies to the pupils themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

To find out about disagreement resolution and mediation services in our local area. [Mediation and resolution – SEND Local Offer (stoke.gov.uk)](https://localoffer.stoke.gov.uk/advice-support/medition-resolution)

# 13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

* All staff’s awareness of pupils with SEND at the start of the autumn term
* Pupils’ progress and attainment once they have been identified as having SEND
* Whether pupils with SEND feel safe, valued and included in the school community
* Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by The Headteacher **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

# 14. Links with other policies and documents

This policy links to the following documents

* The local offer [SEND Local Offer – SEND Local Offer (stoke.gov.uk)](https://localoffer.stoke.gov.uk/)

Accessibility plan https://beechfieldeducation.sharepoint.com/:w:/s/Ofsted-TheNest144/ETfi3LNdLRdJja7y-6M2YsIBtc346r9KzPvr49s2bPYung?e=GJTpiD

Behaviour policy <https://beechfieldeducation.sharepoint.com/:b:/s/TheNestPolicies/EfCO7mV-Af5JjNa5ewbjmksBWRcwbUBqogfYgp8Lowxf2w?e=p1ZB3B>

Equality information and objectives [Equality, Diversity and Inclusion Policy - The Nest 2023.docx (sharepoint.com)](https://beechfieldeducation.sharepoint.com/:w:/r/sites/TheNestPolicies/_layouts/15/Doc2.aspx?action=edit&sourcedoc=%7B71cebf98-eaa0-457b-8346-bde3be09856a%7D&wdOrigin=TEAMS-MAGLEV.teamsSdk_ns.rwc&wdExp=TEAMS-TREATMENT&wdhostclicktime=1699963382703&web=1)

Supporting Pupils with medical conditions policy [Pupils with Medical Conditions Policy (1).docx](https://beechfieldeducation.sharepoint.com/:w:/s/TheNestPolicies/Ef90bS3tGRFNv60KpfTSpJUBmMOkEwz8iOwrloWuBxKAhw?e=hO3YoN)

Attendance policy <https://beechfieldeducation.sharepoint.com/:b:/s/TheNest/EftYDynMCphOgMiUP-QlrKoBeIu2oI0cNlbjph6Ite5ZWA?e=qoHuRU>

* Safeguarding / child protection policy <https://beechfieldeducation.sharepoint.com/:w:/s/TheNestPolicies/Ea_ddjRtJFBFo5bfltdDpFcBn3H7__FemRz270U1bsbQWw?e=UkomF8>
* Complaints policy <https://beechfieldeducation.sharepoint.com/:b:/s/TheNestPolicies/Ebeeq-kt9I9JkB9OTvlgNhQB29-JA6dtspo2m96XrJZH8A?e=oAaqlB>