



## Benhall Infant School SEND Policy



**Person Responsible:** Hazel Everett  
**Date of this policy:** Autumn 2022  
**Review Date:** Autumn 2023

### Compliance

This policy is a working and reference document for all staff at Benhall Infant School. It will be reviewed annually and is available to all staff, parents, governors, inspectors and other visitors to the school.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (2014)
- Schools SEN Information Report Regulations (2014)

This policy has been written with the knowledge and collaboration of the whole staff and links with other policies including

1. Accessibility Policy
2. Admissions policy
3. Anti-Bullying Policy
4. Child Protection Policy
5. Equal Opportunities Policy
6. Looked after Children Policy
7. Supporting Pupils with Medical Conditions Policy
8. Safeguarding Policy
9. Behaviour Policy including Behaviour Flowchart

If you require further information about the provision for SEND in the school please refer to the SEND Information Report and Local Offer which can be found in the Inclusion section of the school website. For additional information please contact the Special Educational Needs Co-ordinator (SENCO) Miss Hazel Everett

Email-senco@benhall.gloucs.sch.uk

Phone 01242 234717.

## Aims and Objectives

We value the individuality of all of our children, irrespective of need and we aim to provide an environment in which all children can reach their full potential.

The school recognises that for some children, their individual needs become Special Educational Needs. In order to identify and meet these Special Educational Needs and to ensure the best outcomes are achieved for each child, school works closely with parents and follows the guidelines set out in the SEN Code of Practice 2014. It is our aim that pupils leave our school as confident individuals equipped to cope to the best of their ability with the challenges of the next step in their learning.

In response to legislation;

- we are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.
- Parents are invited to be involved at every stage of planning and reviewing the SEN provision for their child.

□All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning.

In addition, we implement some focused interventions to target particular skills.

We have high expectations of all our children.

Children on our SEND register make progress which compares well with the progress made by other children in school.

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND

- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

### **Safeguarding children with SEND**

Three times more likely to be abused, these children can have a vast range of complex needs, from physical difficulties and sensory impairments to communication and interaction difficulties and difficulties with cognition and learning. Additional barriers can exist when recognising abuse and neglect in this group of children.

We recognise:

- assumptions can be made that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and Disabilities can be prone to isolation and/or disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers may prevent them from disclosing abuse.

We recognise that additional resources (e.g. a signer) may be required for these children to have the opportunity to give their account of abuse and their wishes and feelings heard. They should have additional pastoral support and the staff who best understand their condition and difficulties should support them throughout an investigation. All staff should be trained to understand the reasons these children are more susceptible to abuse and any member of staff working directly with a disabled child should undergo additional GSCB training.

Safeguarding disabled children; practice guidance:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190544/00374-2009DOM-EN.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190544/00374-2009DOM-EN.pdf)

### **Identifying Special Educational Needs**

The SEN Code of Practice 2014 definition of special educational needs is-  
*A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*

The SEN Code of Practice describes four broad categories of need which can be used to help identify a pupil's primary area of need.

1. **Communication and Interaction** (This could include pupils on the autism spectrum)
2. **Cognition and Learning** (This could include pupils with dyslexia)
3. **Social, emotional and mental health difficulties** (This could include pupils with attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.)
4. **Sensory and/or physical needs** (This could include pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI))

However, it is important to take into account that a child can have needs which do not fit into just one area. At Benhall Infant School while having regard for these categories of need, we consider the whole range of needs and strengths of the child. This helps us match our provision to the pupil's need.

We are aware that slower progress and lower attainment do not necessarily mean that a child has SEN. We also look for pupils who may achieve in line with expectations for their age but who could have SEN. Many factors may have an impact on a pupil's ability to learn but do not necessarily constitute SEN. These include disability\*, attendance at school, health, English as an additional language, being a looked after child, being in receipt of pupil premium or being the child of service personnel.

Where unacceptable or unusual behaviour is a concern we will investigate the underlying causes of the child's actions to discover the reason for their actions. Behaviour is not a need but a likely response to a need.

*\*Many children who have SEN 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'. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. SEN Cof P 2014*

### **A Graduated Response to SEN Support**

Class teachers are responsible and accountable for the progress of their pupils.

### **Wave 1: High Quality Teaching for all**

We believe that high quality teaching which is differentiated to support individual needs is the best first approach for all pupils with SEN.

### **Wave 2: Short-term Interventions and Support**

However, there are times when despite high quality class teaching, some pupils do not make adequate progress towards the desired level of outcome for that pupil. These could be pupils who are underachieving and need to make accelerated progress but will not necessarily be pupils with special educational needs. At this point the class teacher will review the possible barriers preventing the pupil's progress. Parents, and where it is felt appropriate pupils themselves, will be invited to be involved in this process. Once the possible barriers to learning have been identified, appropriate short-term interventions will begin. This is considered to be a differentiation of the usual school curriculum - not a special intervention for pupils with SEN. These Wave 2 interventions are recorded on the class provision map.

### **Wave 3: Special Interventions, SEN Register and My Plan/My Plan Plus/EHCP**

If a pupil is still not making expected progress in any area despite high quality class teaching and Wave 2 support it is likely they will have SEN. The class teacher and SENCO will review all of the information gathered on the pupil and discuss the next steps with the parents/carers. The four stage process of: *assess, plan, do, review* described in the Code of Practice (see below) will be used to support the intervention programmes for each pupil. At this stage the pupil will be recorded on the SEN register under the category of SEN Support. Parents/carers will already be aware of the difficulties their child is experiencing through earlier involvement but they will receive a written confirmation that their child is on the SEN register. All Wave 3 interventions are recorded on the class provision map.

### **Graduated Pathway**

The Code of practice sets out the graduated pathway which is a step-by-step process for schools to follow.

If at any point in a child's education a pupil does not make expected progress or the gap between the pupil's level of attainment and their expected level widens we will consider moving on to the next step. All children's attainment and progress are monitored every term and if at any point, Special Educational Needs are identified then the process outlined below will begin.

**Step 1: Identify SEN and add to register, agree My Plan.** Interventions and support will be planned by the Senco and Class Teacher and delivered by school staff and resources. Class Teachers and/or the Senco will share My Plans and Reviews with parents three to six times a year.

**Step 2: My Plan Plus.** Outside agencies are involved e.g. Advisory teaching Service, Educational Psychologist, Occupational Therapy. Class Teachers and/or the Senco will share My Plan Plus and Reviews with parents three to six times a year. It may be a good idea to hold a Team Around the Child/Family meeting where parents and outside agencies will be invited.

**Step 3: Education and Health Care Assessment which may lead to an EHCP (Education and Health Care Plan).** This is a plan designed by SEN Casework Team which the named school is accountable for delivering. This is a lengthy process, once the application is compiled the Casework Team have six weeks to decide whether to continue the assessment. The process of producing an EHCP takes 20 weeks from when the application is submitted. School then breaks the EHC Plan down into shorter-term My Plans, which are reviewed and shared with parents three to six times a year. The EHCP is reviewed annually.

### ***The Assess, Plan, Do, Review Cycle***

#### **Assess**

The class teacher and SENCO will use the assessment data held by the school plus the teacher's own assessment information on the pupil to identify the pupil's need. Parent/carers will be asked to contribute to this information gathering and assessment process. A My Profile document will be completed with teachers and pupils.

#### **Plan**

Class teachers with the SENCO will plan specific strategies (which may be supported by staff from outside agencies) to tackle the learning difficulty experienced by the child. We will involve parents/carers and where appropriate the pupil in this process. A My Plan/My Plan Plus will be completed. This will set out what the pupil's difficulty is, what intervention is to be used to enable the pupil to overcome their difficulty, the pupil's starting level and the outcome to be achieved in the given time. Parents/carers will be given a copy of the My Plan/My Plan Plus.

#### **Do**

The pupil will work on the intervention on a very frequent basis. Although the intervention may be delivered by a trained teaching assistant the class teacher is responsible for the progress the pupil makes. The adult running the intervention will keep accurate records about the progress being made and will contribute to the review of the intervention. We will ask parents/carers to work with us to support their child's learning. We may ask them to do specific things at home and to keep in regular contact with us.

#### **Review**

At the end of the intervention period the pupil's progress will be assessed. Based on this, the class teacher and SENCO, in consultation with parents/carers, will plan the next step. Outside agency advice will be sought if the pupil continues to show a lack of progress.

### **Exiting the SEN register**

Once a child has reached and maintained the level of attainment appropriate for their age they will be removed from the SEN register. If outside agencies have supported the pupil their advice will be sought before removing a pupil from the SEN register. Parents/carers will be informed in writing that their child is no longer on the SEN register. The pupil will continue to be closely monitored by the class teacher to ensure they continue to make acceptable progress by accessing high quality differentiated class teaching and Wave 2 support if necessary.

### **Supporting Pupils and Families**

Please refer to our SEN Information Report - Offer of Early Help and the Gloucestershire Local Offer. Links to these are on our web site. Both explain in detail how parents/carers can access a range of support.

We aim to work in partnership with parents to achieve the highest possible outcomes for all children. The child and their needs must be at the centre of all decision making. Parents will be invited to participate in the planning and implementation of strategies to support their child from the earliest possible time. Where it is appropriate, the child may also be involved in discussions about their learning.

### **Supporting Pupils at School with Social, Emotional and Mental Health needs**

Sometimes children with SEMH needs require a personalised approach which must be consistent to be effective. A Personal Support Plan is written by the child's class teacher and SLT member which details the particular expectations of the child, adults in school, and parents. This will clearly state if there are strategies needed which are different to the Behaviour Flowchart for all children. Children without identified SEN may also have a Personal Support Plan.

### **Supporting Pupils at School with Medical Conditions**

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some of these pupils may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please refer to the school's policy for supporting pupils with medical conditions for information about the arrangements in place to support pupils at school with medical conditions.

## **Bullying**

Please see the anti-bullying policy which can be found on the website as part of our Safeguarding Policy.

## **Monitoring and Evaluation of SEND**

The progress of pupils with SEN is closely monitored by class teachers on a regular basis as part of the planning, teaching and assessing cycle. Formative assessments are used at the end of each term and results are scrutinised by the Senior Leadership Team and class teachers through pupil progress meetings. Observations, book looks, learning walks, and School Improvement Partner visits are used throughout the school year to monitor teaching and learning. The SENCo is responsible for providing a termly report to the Governing body via the SEN Governor and head teacher report.

## **Training and Funding**

Staff are trained in how to best support vulnerable learners in order to maximise their achievement. This is either through sharing good practice from within the school or through the use of external training courses which are relevant to the needs of the current cohort. Staff are encouraged to identify their own training needs in advance of receiving a child or group of children with SEN. The school's SENCO regularly attends SENCO cluster meetings in order to keep up to date with local and national updates in SEND.

The local authority provides funding for schools to meet the needs of all children with SEND. Currently funding is divided into 3 parts:

1. **Universal services and mainstream funding** which is the money schools receive to fund a place at school
2. **Targeted support** - schools are expected to pay the first £6,000 to meet the additional support needs of pupils who require this
3. **High needs funding or top up funding** is provided by the Local Authority where extra resources are required by a pupil as set out in their EHC plan.

## **Roles and Responsibilities**

The Governors acknowledge their legal duties (Education Act 1966) and will use their best endeavours to see that appropriate provision is made for any pupil with Special Educational Needs.

The Governors have undertaken to maintain significant SENCo provision within the school in order to meet the requirements set out in the COP.

## **The governing body:**

- in co-operation with the head teacher, determines the school's general policy and approach to provision for children with SEND;
- establishes the appropriate staffing and funding arrangements;



- maintains a general oversight of the school's work;
- appoints a SEND governor to take a particular interest in and closely monitor the school's work on behalf of children with SEND (Mrs J. Price, contact via clerical@benhall.gloucs.sch.uk)
- reviews the SEND policy annually.
- publishes the SEN report and policy on the school website annually.

#### **The SENCO (Miss Hazel Everett):**

- has day-to-day responsibility for the operation of SEND policy and coordination of
- specific provision made to support individual children with SEND, including those who have EHC plans.
- provides professional guidance to colleagues and will work closely with staff, parents and carers, and other agencies.
- is aware of the provision in the SEN Information Report- Local Offer
- is able to work with professionals: providing a support role to the family to ensure that children with SEND receive appropriate support and high-quality teaching.
- is responsible for the induction and performance management of Teaching Partners (TPs) who work with children with SEND and for monitoring their support;
- is responsible for managing all referrals and acting as lead professional if appropriate.

#### **The Role of the Headteacher**

The Headteacher has overall responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN.

The Headteacher will also keep the Governing Body fully informed through her termly Headteacher's report and work closely with the SENCo.

#### **Class teachers**

All class teachers are responsible and accountable for the progress of their pupils. They differentiate work to ensure pupils of all abilities are challenged as they work towards ambitious targets. The Benhall Curriculum provides guidance on Adaptions to Input, and Interventions for each subject.

Class teachers work with the SENCo to implement strategies which support the learning of pupils with SEN. Class teachers are responsible for completing My Profiles and writing and reviewing the My Plans in conjunction with children and their parents.

#### **Teaching Partners**

Teaching Partners are deployed to support the learning in school. They work alongside the class teacher and their work is planned and directed by the class teacher. Teaching Partners work with pupils of all abilities and are trained to run interventions for SEN pupils.

### **Admission Arrangements**

The Headteacher is responsible for the admission arrangements in line with those laid down by the Local Authority. The school acknowledges in full its responsibility to admit children with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEN.

Parents of children who have an Education, Health and Care plan have a right to ask for a particular school to be named in the Plan and for a personal budget for their support.

Please refer to the Admissions Policy.

### **Specialised Provision**

The school has the following:

- A purpose-built accessible toilet
- Level access to the playgrounds, classrooms and all other teaching areas
- One accessible parking space
- An Administering of Medicines and First Aid Policy
- Accessibility Policy
- Disability discrimination policy

### **Access to the Curriculum**

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEN are taught with their peers in mainstream classes by class teachers and study curriculum appropriate for their age. They will also receive additional support as appropriate to their needs. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment

With advice from and support of the SENCo, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate materials are modified or support is provided to enable pupils with SEN to access the learning or the assessment processes.

The school acknowledges that its practices make a difference. Because of this the school and teachers regularly review issues related to pupils with SEN and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

### **Access to the Wider Curriculum**

In addition to the statutory curriculum the school provides a wide range of additional activities, details can be found on the school website. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities.

### **Storing and Managing Information**

Information about pupils is treated as confidential and is kept in lockable filing cupboards. Each class has a file for storing information concerning their SEN pupils which the class teachers are responsible for keeping in a locked or secure place.

SEN information is passed to the SENCO of the pupil's next school in a secure manner.

### **Arrangements for Dealing with Complaints**

Through consultation with all involved we would hope that reasons for complaint would seldom occur. However, should anyone have cause for complaint, it is important that this is brought to the attention of the SENCo and Headteacher as soon as possible. Once a complaint has been made, it will be dealt with as soon as possible. If the complaint is of a serious nature and help has to be sought from outside agencies or the LA, the matter will be given urgent attention and parents will be consulted at every step of the proceedings in line with the school's Complaints policy. Please see the Complaints policy our website [www.benhallinfantschool.co.uk](http://www.benhallinfantschool.co.uk)

### **Links with other Schools, Teachers and Facilities**

Benhall Infant School has strong links with St Marks Junior School. We realise the importance of close liaison with all of our 'feeder' establishments, including specialist centres.

On permanent transfer to another school the receiving SENCo will be alerted to the details of any children who have been identified as having a special educational need. Direct and/or indirect liaison will take place and paperwork will be forwarded. In the case of a child with an EHCP making a transfer into the next Key Stage or Specialist setting, the receiving school will be invited to send a representative to the Phase Transfer Review and Year 2 Annual Review.

### **Reviewing the Policy**

This policy will be reviewed annually.

### **Useful Links**

#### **SEN Information report-Local Offer**

Our Local Offer can be found on our web site [www.benhallinfantschool.co.uk](http://www.benhallinfantschool.co.uk)

#### **The Gloucestershire Local Offer of Early Help**

This can be found at

[http://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2\\_2\\_1](http://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2_2_1)

### **Accessibility and Safeguarding Statement**

We will strive to ensure that the ethos of the school is such that everyone is equally valued and treated with respect.

Pupils will be provided with opportunities to experience, understand and value diversity.

All pupils should have access to an appropriate education that gives them the opportunity to achieve their personal potential, whatever their abilities and needs might be. Benhall Infant School and Pre-School is committed to providing an outstanding safe learning environment that promotes the welfare and well-being of all children. We ensure that this policy considers those children and young people with additional medical needs such as asthma, diabetes, epilepsy and allergies etc.