



BEAUFONT FIRST SCHOOL, NURSERY AND BEFORE AND AFTER SCHOOL CLUB

Ambitious - Enthusiastic - Inspiring - Outstanding - Unique

SEND POLICY

Version History

Version	Date	Author /contributor	Date approved	Approved by	Next review
3.0	08.02.24	GB/ JS	March 2024	FGB	March 2026
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Special Educational Needs and Disabilities Policy

“Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning”

NASEN: Mission Statement*

(*National Association for Special Educational Needs)

- *Provision for children with SEND is the responsibility of the whole school, and every member of staff accepts and embraces this responsibility, even when those pupils may be supported by specialist staff.*
- *We recognize the need to work in partnership with parents and value the contribution parents make to their child's education. Children also contribute their views on the provision provided.*
- *We recognize the individuality of each child and strive to help them to achieve their full potential. Every child is valued regardless of race, culture, or religious beliefs and whatever their abilities or needs.*

- *All children have the ability to learn and progress, and we work to provide an environment where all children are valued, their potential nurtured, and their achievements celebrated.*

Beaufront First School SENDCO (Clause 64 Children and Families Bill 2014) is Mrs Gemma Boucetla, who is also the Assistant Headteacher. (Ref: Role of the SENDCO in Schools Code of Practice 6:89)

Our Ethos

Beaufront First School promotes high standards. All pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community. We offer a range of provision to support children with additional needs (e.g., communication and interaction, cognition and learning difficulties, social, mental and health problems, or sensory or physical needs). We have high expectations of all children and staff, and we believe that it is the entitlement of each child to have the opportunity to achieve his/her full potential.

Compliance

This policy complies with the statutory requirements for schools that are laid out by Northumberland County Council for children with SEND.

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Education-Schools.aspx#educationschoolsforSEND>

Regulation 51 and Section 1 of the Special Educational Needs and Disability Regulations 2014 <http://www.legislation.gov.uk/uksi/2014/1530>

Section 6 of the Special Educational Needs and Disability Code of Practice :0-25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Section 659 of the Children and Families Act 2014
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

This includes:

- The arrangements for the admission of disabled pupils
- The steps taken to prevent disabled pupils from being treated less favourably than other pupils
- The facilities that are provided to help disabled pupils to access the school

Information on the accessibility plan prepared by the governing body or proprietor under paragraph 3 of schedule 10 to the Equality Act 2010: for increasing the extent to which disabled pupils can participate in the school's full curriculum, improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities, and services

provided or offered by school, and improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

This policy is also created with reference to the following guidance and documents:

Equality Act 2010: Advice for schools Department of Education February 2013

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

Safeguarding Statement and Child Protection Policy

<http://www.beaufront-first-school.co.uk/downloads/policies>

Teachers Standards 2012

<https://www.gov.uk/government/publications/teachers-standards>

Accessibility Policy -

1. Introduction

1.1 This policy outlines the nature and management of Special Educational Needs at Beaufront First School

1.2 It reflects the consensus of opinion of the whole teaching staff. This policy was reviewed in February 2024 in order to bring the policy in line with the ethos and provision at Beaufront First School and in line with National guidance and requirements.

1.3 The implementation of this policy is the responsibility of the Headteacher and all teaching and classroom support staff.

2. Objectives

2.1 The objective of the Special Educational Needs Policy is to improve the learning and raise the achievement of pupils with special educational needs.

2.2 Beaufront First School seeks to develop an inclusive curriculum by:

- Setting suitable learning challenges for all pupils
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

2.3 Every pupil is seen as having individual needs, and the school strives to ensure that everyone feels equally valued within the school community.

2.4 Definition of SEND

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

Xiii A child or young person has SEN if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her.

Xiv A child of compulsory school age or a young person has a learning

difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

2.5 The definition of Disability in the Equality Act (2010) states children with ‘...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities’. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer. It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

2.6 Broad Areas of Need (See Appendix 1)

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental health difficulties
- Sensory and/or Physical Needs

Children with identified SEND have their needs met with additional support as required either within school or in collaboration with specialized external agencies. Children with SEND are taught and managed sensitively promoting their inclusion in school activities and promoting independence. All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.

When additional specialist advice and support becomes necessary beyond the capacity of our school, we contact the appropriate external agencies and work closely to promote the child's well being and development. Our Local Offer provides further information about the agencies that we work with.

- Northumberland SEND Local offer:

What is available for children and young people aged 0 to 25 years with SEND

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25>

2.7 Reference is made to the Special Educational Needs Code of Practice (2014) and the SEN Toolkit for all SEN procedures and action taken in school. Reference is also made to Implement the Disability Act in Schools and Early Years Settings (2006), Removing Barriers to Achievement (2004) and Equality Act (2010).

2.8 Most children with SEN will not be disabled under the terms of the Disability Discrimination Act 1995 but a significant proportion of those who are disabled will have SEN.

2.9 Our policy aims to meet these difficulties by:

- Identifying pupils with SEN
- Involving pupils in their own target setting and review processes
- Enabling all staff to meet identified pupil needs
- Making the curriculum accessible to all pupils through recognising the need for adaptation and employing a range of teaching and learning styles

- Working closely with parents and outside agencies
- Catering mainly for SEN pupils in the mainstream class, but recognising that some pupils may require specialised teaching which can better be provided within an individual or small group situation away from the main classroom

3. The School's Provision for Special Educational Needs (See also Appendix 2)

3.1 The Special Educational Needs and Disability Co-ordinator (SENDCO) is Mrs Gemma Boucetla.

3.2 The **SENDCO** is responsible for:

- Writing and reviewing the SEN policy
- Overseeing the day to day implementation of the SEN policy and resources
- Identifying, monitoring and reviewing pupils' needs with teachers, parents and support staff and with the pupils themselves
- Maintaining the SEN register
- Maintaining, but not writing, all SEN records, including the individual pupil files
- Co-ordinating provision for pupils with SEN
- Leading and supporting with setting up and monitoring in-class support and intervention programmes
- Organising the review of Individual Education Plans
- Completing annual reviews of statements of Special Educational Needs
- Liaising with parents, outside agencies and other schools
- Administering submissions for special arrangements for statutory testing
- Managing and contributing to professional development of colleagues in areas of SEND support, including ECTs and students
- Advising on all aspects of adaptation of teaching and learning styles and resourcing
- Advising staff on pertinent SEND issues
- Liaising regularly with the SEND Governor
- Applying for statutory assessment
- Liaising with outside agencies, providing a link with agencies, class teachers and parents
- Liaising regularly with the Governing Body

3.3 **Class teachers** are responsible for:

- Identifying pupils who require extra support in class, raising initial concerns and consulting the SENDCO for advice and support (also part of the monitoring role of subject leaders)
- Completing a SEND Referral Form if they have concerns about a particular child, with support from the SENDCO if needed
- Keeping their SEND class portrait up to date
- Assessing all pupils in reading, writing and maths every twelve weeks as part of 'data in' collection
- Adapting activities for all pupils, including more or less able children
- Writing and reviewing and implementing Individual Education Plans (IEP) and Pupil Profile/ Passports (PP) alongside the SENDCO.
- Managing teaching assistants in their classrooms on a day to day basis
- Meeting with parents and outside agencies when appropriate

3.4 **Teaching assistants** will support the teacher and pupil by:

- Implementing an individual or group of pupils' access to and progress in the curriculum

- Implementing activities designed to achieve targets on IEPs
- Encouraging and promoting pupil independence
- Liaising with teachers and the SENDCO, giving feedback and suggesting development
- Working with individual or groups of pupils (e.g. Level 2 or 3 support)
- Carrying out specific intervention teaching programmes (e.g. Additional Literacy Programmes, ELSA)
- Helping to prepare resources and adapting materials
- Attending planning and review meetings as appropriate

3.5 The **Governing Body** will ensure that:

- The success of the implementation of SEN policy and quality of SEN provision is monitored through regular planning with SEND governor and Standards Committee
- They have regard to the requirements of the SEN Code of Practice (2014)
- The governor with responsibility for SEND is appointed. This is currently Mrs Jess Spiers

3.6 SEND Pupils are taught in mixed ability and mixed aged classes. Their progress, along with other pupils, is tracked formally every term and informally every half term, though their progress is observed and monitored within each session in line with Beaufront's ethos of reactive and responsive teaching. Pupils are taught in mixed ability/year groups of up to 30 children. Early action is encouraged for pupils who need further consolidation or support, such as Wave 2 programmes, prior to placement on the SEN 'register'. These programmes are managed through the annual provision map and discussed at termly pupil progress meetings.

3.7 The SEND Register is updated at least three times per year but pupils may move on and off the register at any time.

3.8 Pupils on the SEND 'register' may receive extra support from a teaching assistant, in a group or as an individual. If an individual pupil receives one-to-one support through Educational Health Care Plans provision, there may be occasions when that child is helped through group support as part of his/her learning programme.

3.9 Where a pupil's needs require more than the normal adapted planning and delivery in class, an IEP or Pupil Profile will be drawn up, which sets out individual targets for the child in identified areas of the curriculum.

3.10 All pupils who are on the SEND register have an IEP and/or PP, all of which are reviewed three times per year as a minimum, more regularly if short term interventions are in place.

3.11 IEPs work from a positive starting point of what the pupil is able to do, and will have 'SMART' targets (Specific, Measurable, Achievable, Relevant, Time-bound) aimed at small, achievable steps built into it to ensure success. The Pupil Profile captures all the important information about a young person under three simple headings: what we like and admire about____, what is important to____ and how we support____ .

3.12 Arrangements are made for pupils with SEND who qualify for support when taking statutory tests. These may include a reader, extra time and help with recording, in line with national arrangements.

3.13 Once pupils have been identified as having SEND, the Graduated Response (Assess, Plan, Do, Review), as set out in the Code of Practice (2014), is put in place.

3.14 When children leave the school, all SEND records are sent on to the new school. The SENDCO makes contact with the receiving school's SENDCO to ensure continuity of support. Wherever possible it is recommended that both these be done within 3 weeks of the child starting at the school.

3.15 The SEND register is updated each long term (12 weeks) by the SENDCO, after discussion with class teachers, and distributed to all teachers and teaching assistants. Parents are invited in before children are placed on the SEND register so that they are fully informed.

3.16 Any child causing concerns that do not require further intervention at the time is placed on the pre-SEN list on the register ("Children causing concern"). This also lists children who were formerly on the SEN register, and those receiving booster support but not on the SEND register.

4. Identification and Assessment

4.1 Pupils are assessed on entry to the school through the normal testing procedures. If their needs have been identified on transfer, liaison will be made with the appropriate agencies.

4.2 If a teacher refers a child to go onto the SEN register, an individual target will be drawn up on an IEP or PP.

4.3 The class files include the SEN groups and assessment data for entry and exit of interventions.

4.4 Parents are involved prior to placement on the SEN register so all procedures can be explained, and agreement reached regarding future support. Parents are then regularly updated on their child's progress, and involved in supporting the child at home with individual targets.

4.5. When School Support is put in place pupils are monitored carefully and adapted work and/or IEPs and PPs are put in place. All support at this stage involves parents, the SENDCO, relevant teachers and Teaching Assistants.

4.6 IEPs and PPs are reviewed in accordance with the SEN Code of Practice with teachers, teaching assistants, parents and – where appropriate - the child.

4.7 Beaufront First School is committed to partnership working when providing for children with Special Educational Needs. The school will communicate and agree policies and protocols that ensure that there is a 'seamless' service between different agencies. The school will work supportively and in partnership with parents and their children to ensure that everyone involved understands the nature of specific learning difficulties thus leading to a better quality of provision.

4.8 If a child is recommended for statutory assessment as a result of a School Support review meeting, the SENDCO completes the Educational Health Care (EHCP) plan documentation and submits it to SEND services, Northumberland. If a decision is made to instigate statutory assessment, the above support in school continues, and a Multi-Agency Meeting (MAM) takes place in line with current legislation.

4.9 A pupil with an EHCP for SEND usually has one-to-one support, with outside agency and parental involvement as before. Funding for this comes from the LEA and is put into the main school budget to be used to supplement existing support (not to replace it). Other SEN funding comes from top-up funding which will be applied for and awarded yearly in special circumstances.

4.10 Pupils are encouraged to be involved in the process of identifying targets, devising support and reviewing progress. Pupils with statements/Educational Health Care Plans are invited to attend their annual reviews.

Triggers for SEN concerns may include:

- Behavioural difficulties
- Clumsiness/lack of coordination
- Communication problems
- Lack of progress in acquiring literacy or numeracy skills
- Delayed physical development

- Difficulties with following instructions, or sequencing events or tasks
- Lethargy
- Low self esteem
- Marked high ability in numeracy, literacy or reasoning
- Obsessive behaviour/nervous tics/habits
- Poor gross or fine motor control
- Poor listening and attention skills
- Poor short term memory
- Short concentration and high level of distractibility
- Speech and language difficulties
- Toileting problems
- Visual or hearing problems
- Withdrawn or isolated behaviour/Over-anxiety
- Family problems – family break ups, bereavement
- Attendance problems
- Child protection issues
- Neglected appearance

4.12 Contact is made with the school nurse or community doctor if any medical issue arises. This is always carried out with parental consent. More complex medical/ behavioural concerns may be referred by school or the child's GP to the Child and Adolescent Mental Health Service (CAMHS).

4.13 Inclusive practice is encouraged at all times and the school is always looking at ways of removing barriers to learning. The school is ramped and has disabled toilet facilities. In line with current recommendations, the school has drawn up an Access Plan, which contains short and long term targets to ensure full provision for all pupils, regardless of SEN and/or disability.

4.14 The SENDCO will ensure a range of standardised assessments are completed with individual children when necessary. For further information of appropriate test materials, advice will be sought from the Educational Psychologist and other appropriate outside agencies.

4.15 Regular updates on SEN are given to the Curriculum Committee of the Governing Body.

4.16 Discussions on concerns about SEN pupils are regularly on the agendas for teaching assistants' and lunchtime supervisors' meetings.

4.17 A Welfare Log is kept where concerns about any child may be recorded by all members of staff. This is monitored by the Head teacher.

4.18 When pupils leave the school, all SEN records are sent on to the new school. The SENDCO makes contact with the receiving school's SENDCO to ensure continuity of support.

4.19 Beaufront First School is aware that any child admitted to the Reception class might have unidentified special educational needs. The same applies to children who transfer from one school to another during the primary phase. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility. At the heart of the work of the school is a continuous cycle of planning, teaching, and assessing, which takes account of the wide range of abilities, aptitudes, and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainment in specific subjects fall significantly outside the expected range may have special educational needs. It is recognised that some difficulties in learning may be caused or exacerbated by the school's learning environment or adult/child relationships. This means we look carefully at classroom organisation, teaching materials, teaching style, and differentiation so that each child is enabled to learn effectively.

5. Admission Arrangements

Beaufront First School will admit pupils with already identified Special Educational Needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs, but without statements or an EHC plan, will be treated as fairly as all other applicants for admission. Such children will be considered as part of the normal admissions procedures.

6. Complaints

We aim to resolve all problems informally. In the first instance, we would aim for discussion with the SENDCO/Headteacher to seek resolution. We have an open-door policy and hope that parents/carers and others within the school community will feel free to discuss any concerns with the SENDCO/Headteacher or the SEND School Governor.

See Complaints Procedure Policy and Northumberland County Council Guidance for further information.

7. Continuing Professional Development

The school is committed to providing Continuing Professional Development for all staff and SEND is a regular part of this. We monitor, review, and develop all teachers and support staff's understanding of strategies to identify and support pupils with SEND. Audits are carried out by the SENDCO and staff are regularly given the opportunity to identify gaps in their own professional knowledge and understanding. CPD is then arranged by the SENDCO to address these gaps and is also reactively planned should unforeseen circumstances or new issues arise. Staff are also encouraged to do their own research and reading around SEND through the sharing of materials from NASEN and other relevant sources. Articles are on the Shared Drive, and the SEND Folder on the Shared Drive contains a wealth of information and guidance for staff to self-refer to at any time.

8. Review

The head teacher and teaching staff will review this policy in February 2026. Any amendments will be presented to the Governing Body for approval.

Communication and interaction

- . 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- . 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- . 6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- . 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- . 6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- . 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

- . 6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
- . 6.35 Some children and young people with a physical disability (PD) require additional

ongoing support and equipment to access all the opportunities available to their peers.

Appendix 2

SEND Provision

Where a child is identified as having SEND, we work in partnership with parents to establish the level of support needed. Following discussions with all relevant parties, including healthcare professionals if necessary, the child's needs are recorded and decisions made about the desired outcomes, including expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions.

An **Intervention and Support Plan** is written, implemented and regularly reviewed. This will aim to **remove barriers** to learning and put effective special provisions in place. Parents are invited to discuss this plan; their child's progress and the support and targets offered. *Class teachers and the SENDCO will be available for further discussion by appointment through the school office.*

We adopt a **graduated approach** with four stages of action: assess, plan, do and review.

- **Assess**

In identifying a child needing SEN support, the early years practitioner/ class teacher, working with the SENDCO, the child (if appropriate), and the child's parents, **carries out an analysis** of the child's needs. This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other available information (rate of progress, attainment, and behaviour etc.). This assessment should be reviewed regularly. In some cases, **outside professionals** from health or social services may already be involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.

- **Plan**

Following a decision to provide additional / SEN support, and having formally notified the parents, the practitioner / class teacher and the SENDCO agree, in consultation with the parent, **the desired outcomes**. Interventions and/or support are put in place, the expected impact on progress, development or behaviour, and a clear date for review recorded. **All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required**. This should also be recorded on the school's information system. (Yearly interventions grid)

- **Do**

The early years practitioner/ class teacher remains responsible for working with the child on a daily basis. With support from the SENDCO, they oversee the implementation of the interventions or programmes agreed as part of additional / SEN support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child. The SENDCO should support the practitioner /class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.

- **Review**

The **effectiveness, impact and quality of the support / interventions is reviewed**, in line with the agreed date, by the practitioner / class teacher and SENDCO, taking into account the **child's parents and the child's views**. This should feedback into the analysis of the child's needs. Support is revised in light of the child's progress and development, and the practitioner/class teacher and SENDCO will amend the support and outcomes accordingly. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This cycle of action is revisited regularly. At agreed times parents are engaged with the setting, and contributing to assessment and planning. Intended outcomes are shared and reviewed with the child (if appropriate) and parent as well as the school.

The flowchart of Northumberland's graduated approach (2018)

https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/x194247_NCC>PDF