



# Special Educational Needs Policy and Information Report

<b>Owner</b>	Stacey Postle/Dale Sumner
<b>Date reviewed</b>	January 2024
<b>Approved by</b>	Curriculum Committee
<b>Date approved</b>	31 <sup>st</sup> January 2024
<b>Date of next review</b>	January 2025

Version Control	
Date	Change
31/01/24	Reformatted
31/01/24	SENCO details updated

## Contents

1. Aims .....	3
2. Legislation and guidance.....	4
3. Definitions .....	4
4. Roles and responsibilities .....	4
5. SEN information report .....	7
6. Monitoring arrangements .....	21
7. Links with other policies and documents .....	22
Appendix 1.....	23

# 1. Aims

- 1.1 Our SEN policy and information report aims to:
  - i. Set out how our school will support and make provision for pupils with special educational needs (SEN)
  - ii. Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- 1.2 Beaumont Primary School has high aspirations for all pupils. High expectations and authentic relationships create a positive learning culture for all. We aim to provide a rich, broad and balanced curriculum which harnesses pupils' curiosity and desire to learn about the world. We are committed to developing cultures, policies and practises that are all inclusive; learners will have a voice, they will receive acceptance, respect and warmth and know that these rights are extended without prejudice.
- 1.3 Working within the guidance in the SEND Code of Practice (2014), our aim is to provide education for all in a nurturing and safe environment that develops children's self-esteem and raises children's aspirations by encouraging children with SEN to think about their life outcomes; including further or higher education, training or employment. We aim for children with SEN to fulfil their potential by achieving their best, becoming confident individuals and making successful transitions at every stage of their education.
- 1.4 Staff are aware of the SEN needs in school and of the specific needs of children in their class. Staff receive high quality information and training so that they have the knowledge, understanding and skills to support pupils with SEN and they can discuss any concerns they have with the SENCO at any point in the school year.
- 1.5 Beaumont's 'Teaching and Learning Policy' states that 'Learners curiosity is enhanced when learners work at a level appropriate to their understanding'. Quality First teaching, including: purposeful and clearly defined intent, challenging learning that is differentiated for individual pupils and appropriate use of scaffolding is in place across school, through this, learners experience powerful, progressive and precise learning. Higher order questioning means that levels of learners' understanding deepen and levels of achievement increase.
- 1.6 Assessment of skills and levels of attainment on entry to the school, along with continual monitoring of progress and development, enables quick identification of pupils that are making limited progress. If pupils are identified as needing additional support in any areas, teachers will follow the Graduated Approach to address barriers to learning (please see the Whole School Provision Map for more information about this process).
- 1.7 Where there are concerns about SEN, the SENCO will work closely with staff, parents, pupils, external agencies and professionals to gather information and to agree the desired outcomes and next steps appropriate to the child. At Beaumont, we use our best endeavours to make sure that children with SEN get the support that they need and that they engage in the activities of the school alongside their peers.

## 2. Legislation and guidance

- 2.1 This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- 2.2 [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- 2.3 [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

- 3.1 The definition of Special Educational Need is set out in section 156 of the Education Act 1993.
- 3.2 A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 3.3 They have a learning difficulty or disability if they have:
  - 3.4 A significantly greater difficulty in learning than the majority of the others of the same age, or
  - 3.5 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
  - 3.6 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.
- 3.7 Making Quality First Teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable (Code of Practice 2014, 6.12).

## 4. Roles and responsibilities

### 4.1 The SENCO

- i. The SENCO is: Dale Sumner
- ii. Contact details: 01204 652149 [office@beaumont.bolton.sch.uk](mailto:office@beaumont.bolton.sch.uk)
- iii. Suzanne Wilkinson holds the National Award for Special Educational Needs Coordination qualification in addition to her teaching qualification.
- iv. It is the SENCOs responsibility to work within the guidance provided in the SEND Code of Practice 2014. The SENCO will ensure that: the school's SEN policy is put into practice, the agreed systematic process for the identification,

assessment and provision for SEN and for pupils with disabilities is employed correctly and to monitor and evaluate the school's provision.

#### 4.1.1 The SENCO will:

- i. Work with the head teacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- ii. Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans; share developments with class teachers and teaching assistants in order to inform reviews and forward planning.
- iii. Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and Quality First Teaching.
- iv. Contribute to the in-service training of staff to develop understanding and whole school approaches and provide advice and guidance for members of staff and parents where required including involvement in the induction of new staff to inform them of School's SEN processes and the Bolton SEND Handbook.
- v. Purchase or liaise with subject leaders in purchasing adequate resources to cater for pupils with SEN.
- vi. Attend INSET/complete research to keep up to date on current issues.
- vii. Monitor that the aims and objectives of existing Provision Maps/Education and Health Care Plans and ensure these are being met by monitoring the quality and effectiveness of provision for pupils with SEN through classroom observation and scrutiny of intervention records.
- viii. Advise on the graduated approach to providing SEN support.
- ix. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively; review the support/teaching assistant timetable regularly with the Head Teacher in line with current pupil needs.
- x. Be the point of contact for external agencies, especially the local authority and its support services.
- xi. Act as intermediary in the communication of information between parties involved with the child, Head teacher, parents, class teacher, teaching assistants and support services.
- xii. Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- xiii. Ensure the school keeps the records of all pupils with SEN up to date and complete and that evidence and information in relation to this is collated and stored appropriately.

#### 4.2 The SEN Governor

- i. The Governing Body has a statutory duty towards pupils with SEN and follows the guidance as set out in section 1 (iv) of the Code of Practice 2014. They

maintain an oversight of this policy, the schools approach to provision and progress of SEN children, establishing the appropriate staffing and funding arrangements.

- ii. The Governor with responsibility for SEN is Mrs Leach. The SENCO meets with the governors termly to discuss relevant SEN issues and to update the governors on recent government changes/reforms within SEN. The SENCO also submits termly information to the governing body as well as an annual detailed report to governors at the end of the summer term.
- iii. The SEN Governor will:
- iv. Help to raise awareness of SEN issues at governors' meetings.
- v. Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this.
- vi. Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

#### **4.3 The Head Teacher**

- i. The Head Teacher has responsibility for the day to day management of provision for all children including children with SEN. They will keep the governing body informed and work closely with the SENCO. The Head Teacher reports to governors on the number of pupils with SEN and the effectiveness of the school's system for identification, assessment, provision, monitoring and record keeping, use of involvement with parents, outside support services and agencies and resource allocation. The Head Teacher is also the Designated Safeguarding Lead and they are responsible for pupil premium/looked after children funding.
- ii. The head teacher will:
- iii. Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision within the school.
- iv. Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

#### **4.4 Class Teachers**

- i. A whole school approach is fundamental to the school's policy for pupils with SEN. All staff work together to develop and review the provision for pupils with SEN. The SENCO is available to provide support for staff on identifying, assessing and providing appropriate provision to meet a child's needs.
- ii. Each class teacher is responsible for:
- iii. Providing Quality First Teaching to ensure the progress and development of every pupil in their class.
- iv. Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

- v. Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- vi. Ensuring they follow this SEN policy.

## **5. SEN information report**

### **5.1 The categories of SEN that are provided for:**

Our school currently provides additional and/or different provision for 4 broad areas of need as identified in the SEND Code of Practice (2014), these are:

#### **5.1.1 Communication and interaction:**

Some children with speech, language and communication needs may have difficulty in communicating with others (difficulties can occur with expressive and/or receptive language). Children may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives. Children with an Autism Spectrum Disorder are likely to have difficulties with social interaction, language and communication.

#### **5.1.2 Cognition and learning:**

Support for learning difficulties may be required when children learn at a slower pace than their peers and when appropriate support, differentiation and targeted interventions haven't reduced their gaps in their attainment. The school provides support for pupils with a range of needs including moderate learning difficulties (MLD) and specific learning disabilities (SpLD) for example, dyslexia, dyspraxia, dyscalculia.

#### **5.1.3 Social, emotional and mental health difficulties:**

Children may experience a range of social and emotional and mental health difficulties which may 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 that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

#### **5.1.4 Sensory and/or physical needs:**

Some children have a physical impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. Children with physical impairments do not necessarily have SEN but there is a significant overlap between children with a disability and those with SEN. The school makes reasonable adjustments to ensure that disabled children are not at a substantial disadvantage with their peers and thought is given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage. Many children with vision impairment (VI), hearing impairment (HI), multisensory impairment (MSI) and other sensory and/or physical needs will require specialist support and/or equipment to access their learning. Some children

with a physical disability will also require additional ongoing support/equipment to access the opportunities available to their peers. The school works closely with parents, children, the Local Authority, other professionals and outside agencies to ensure that best endeavors are made to meet the needs of the child in the case of new applications for places at the school along with existing pupils.

#### **5.1.5 Pupils with medical needs:**

If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. When a Health Care Plan is implemented we would also look at any staff training that may be needed.

## **5.2 Identifying pupils with SEN and assessing their needs**

5.2.1 **A pupil has SEN where their learning difficulty or disability calls for special educational provision that is different from, or additional to, that normally available to pupils of the same age.**

5.2.2 All children and young people may experience learning difficulties at some point, however, this doesn't mean that a child has a Special Education Need or Disability (SEND). For most children the difficulties are temporary and are soon overcome with help and encouragement from home and school.

5.2.3 However, early identification of a child with a special educational need is important if his or her needs are to be addressed, and if the child is to learn and to progress to achieve his or her full potential and be able to fulfil their aspirations.

## **5.3 Identifying SEN on entry to the school:**

5.3.1 At Beaumont, we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- i. Is significantly slower than that of their peers starting from the same baseline
- ii. Fails to match or better the child's previous rate of progress
- iii. Is at risk of not attaining the Age Related Expectations
- iv. Fails to close the attainment gap between the child and their peers
- v. Widens the attainment gap
- vi. Presents with a specific need

5.3.2 This may include progress in areas other than attainment, for example, social needs.

5.3.3 Slower progress and lower attainment will not automatically mean a pupil is recorded as having SEN.



5.3.4 The Children and Families Act 2014 explains that a child or young person has special educational needs if they have a learning difficulty or disability, which means they need special educational support because they:

- i. find learning significantly more difficult compared to others their age, or than the majority
- ii. and/or have a disability which means it is more difficult for them to use the facilities in a mainstream education around them without specialist help or equipment

5.3.5 A disability is defined under the Equality Act 2010 as a physical or mental impairment that has a \*substantial and long-term negative effect on your ability to do normal daily activities.

*\*Substantial is more than a small or minor impact. For example, it takes much longer than it usually would to complete a daily task like getting dressed. Long term means 12 months or more.*

5.3.6 Making Quality First Teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable (SEND Code of Practice 2014, 6.12).

5.3.7 The Children and Families Act (2014) notes that 'A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home'. Difficulties related solely to limitations in English as an additional language are not SEN, however, some children with English as an additional language may be children with SEN and identifying these children requires particular care, all aspects of a child's performance in different areas of learning and development or subjects will be looked at carefully to establish whether a lack of progress is due to limitations in their command of English or if it arises from SEN and/or a disability.

## **5.4 Continual monitoring which may highlight SEN:**

5.4.1 The class teacher may identify a child as a concern to the SENCO at any time in the school year. Any concerns are also highlighted at the termly Pupil Progress Meetings (PPM), this is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. Where concerns are raised at PPM meetings Quality First Teaching, intervention, progress and attainment are discussed and the SENCO is then involved. The following action will take place:

- i. The SENCO will further assess the child's particular strengths and weaknesses (The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering a personalised programme where appropriate).

5.4.2 Following this, a decision is made as to whether to monitor the child (Monitoring) for another term or place the child on the SEN register\* (SEN support – see **Appendix 1** for a flow chart of the SEN process), this decision will be based on the length of time the child has needed additional support, the

effect of this support on the child's progress and attainment and the extent to which the pupil requires help over and above that which is normally available within the class through Quality First Teaching.

- 5.4.3 *\*The SEN register - this is a list of names of all the children in the school identified as having a special educational need. It is kept by the SENCO, copies for each cohort are provided for class teachers, support staff and the Head teacher termly. It can also be viewed by staff electronically through the assessment tracking system.*
- 5.4.4 The SEN register is fluid. If a child makes accelerated progress and it is decided at a PPM meeting to remove them from the SEN register, this is then updated and a copy is kept in the SENCO file. These pupils will then be kept in the monitoring category for the next 12 months.
- 5.4.5 When a child at is SEN Support, an intervention plan is put in place and they will have a Pupil Passport and a Provision Map.

The Provision Map will detail:

- i. specific needs and appropriate intervention/s for the child (using identification criteria in the Bolton SEND Handbook) this will be devised through liaison between the SENCO, head teacher and class teacher.
  - ii. the level of support the child is receiving including frequency of interventions and staff member delivering these,
  - iii. SMART (Specific, Measureable, Achievable, Realistic and Time Bound) targets and success criteria are written on an individual provision map which follows the Assess, Plan, Do, review cycle. Parents are invited each term to come in to discuss this with the class teacher and, where necessary, the SENCO. This procedure is monitored termly at PPMs and reviewed with the SENCO at regular meetings.
- 5.4.6 The delivery of the interventions recorded in the Provision Map continues to be the responsibility of the class teacher, (although they may be developed with the help of outside specialists and school support staff).
- 5.4.7 The child will also have a Pupil Passport outlining their specific needs, ways to support them, who provides this support and any involvement from external agencies.
- 5.4.8 The triggers for SEN support are:
- i. makes little or no progress even when teaching approaches/interventions are targeted at a child's identified area of weakness;
  - ii. shows signs of difficulty in developing literacy or maths skills which result in poor attainment in some curriculum areas;
  - iii. presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school;
  - iv. has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
  - v. Has communication and/or interaction difficulties.

5.4.9 If concerns increase, it may be necessary to open an Early Help form and access outside agencies. External agencies may need to be accessed if the child:

- i. continues to make little or no progress in specific areas over a long period;
- ii. continues working at an early years curriculum or National Curriculum levels substantially below that expected of children of a similar age;
- iii. continues to have difficulty in developing literacy or mathematical skills;
- iv. has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme;
- v. has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service;
- vi. Has an on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

5.4.10 When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.4.11 If, after two terms of additional external support and advice, the school or parents are still concerned about a child's progress/attainment/need, it **may** be appropriate to apply to the local authority's high needs block for additional funding, this may lead to an Education and Health Care Plan (EHC Plan). This process can be found on the Bolton SEND Local Offer website. If it is felt this additional funding is needed, a formal application is then made to the local authority for a request for an Education and Health Care Plan. The SENCO collates information from other agencies and completes a full report including costing resources (human and physical), funding spent to date, interventions, other agency support and special equipment required. The EHC Plan will describe your child's SEN and the special help they should receive. EHC plans usually involve the Local Authority providing extra resources to help your child. These could include money, staff time, special equipment or attendance at a school with specialist resource support. This additional provision is reviewed annually and would include parents, class teacher, SENCO, Local Authority representatives and other professionals as required.

## **5.5 Consulting and involving pupils and parents**

5.5.1 Early identification of SEND through PPMs meetings, liaison with the SENCO and recognition of the importance of the parental role ensures the school involves parents in co-production of their child's education. A child's parents have a wealth of knowledge and information about their child. It is important that parents and school work together to ensure that all children reach their full potential. The nature of the child's needs is discussed sensitively with parents and they are given the opportunity to provide any background information

regarding external influences which may be affecting their child. Parents are asked to contribute to the child's learning/behaviour targets at home.

5.5.2 Parents will be directed to the Local Offer made by the local authority (link in Section 5.18) to view information about provision they expect to be available across education, health and social care. Any additional support agencies involved (to assess pupils/to provide advice and support on removing a child's barrier to learning) are listed on the Pupil Passport. The school follows the Department for Education SEND Support for parents using the Graduated Approach (please see the Whole School Provision Map).

5.5.3 We will have an early discussion with the pupil and their parents when identifying whether or not they need special educational provision. These conversations will make sure that:

- i. Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- ii. We take into account the parents' concerns.
- iii. The pupil's views and feelings are listened to.
- iv. Everyone understands the agreed outcomes sought for the child.
- v. Everyone is clear on what the next steps are.

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

5.5.5 We will formally notify parents when it is decided that a pupil will receive SEN support.

5.5.6 Parents/Carers will be invited to discuss their child's provision map and, if necessary, an Early Help form will be completed. (Permission to share information and access support from external agencies needs to be granted by parents).

5.5.7 Parents will be kept updated of any changes to their child's SEN support, including involvement of other professionals and outside agencies

5.5.8 It is vital for parents to engage fully with the Early Help process to ensure school is given the advice and support required from the relevant professionals. When children are supported by the relevant professionals, school will then be able to put in the appropriate support tailored to the child's needs.

5.5.9 Barriers to this process may include:

- i. Parents not liaising or meeting with SENCo, class teachers or other professionals,
- ii. Parents unwilling/omitting to share information given from other agencies,
- iii. Parents not giving permission for school to meet with relevant professionals,
- iv. Parents not engaging with the Early Help Process.

5.5.10 Possible outcomes to these barriers:

- i. School will hold a professionals meeting and invite parents to the meeting,
- ii. If safeguarding is an issue, DSL to follow protocol,

- iii. School to use professionalism to decide what support the child requires and school will act in the best interests of the child in order to meet its obligations to provide them with a balanced and broad curriculum.

## **5.6 Assessing and reviewing pupils' progress towards outcomes**

5.6.1 It is the responsibility of every teacher to closely monitor the progress of every child within his or her class and provide Quality First Teaching for all pupils. By close daily contact the teacher is in a prime position to identify children experiencing difficulties. These may be identified through observation, assessment or testing procedures. Once identified we will follow the **graduated approach** and the four-part cycle of **assess, plan, do, review**.

5.6.2 In addition, the class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- i. The teacher's assessment and experience of the pupil
- ii. National Curriculum Levels/The individual's development in comparison to their peers and national data (Age Related Expectations/Baseline Assessments)
- iii. The previous progress and attainment of the pupil
- iv. Reports and observations of the child in the school setting, including the child's behaviour
- v. Other teachers' and other professionals' assessments, where relevant
- vi. Reports/observations of the child in the school setting including behaviour Logs
- vii. The views and experiences of parents
- viii. The pupil's own views
- ix. Advice from external support services, if relevant
- x. Any medical/health care assessments

5.6.3 The assessments will be reviewed regularly.

5.6.4 All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **5.7 Supporting pupils moving between phases and preparing for adulthood**

5.7.1 We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.7.2 All children have a 'moving up' day at the end of the summer term where they visit their new class and spend time with their new class teacher. Children who are on the SEN register will receive additional support with this as needed (for example, an additional walk around the new part of school to make sure they

are really familiar with where to hang their coat, or a book containing photographs of their new classroom and teachers etc... staff will support them as they settle into their new class).

- 5.7.3 Children in Year 6 are usually provided with a 'transition day' where they visit the high school (arranged by the high school). All pupils with SEN in Year 6 will have support with transition from staff at Beaumont, this may include things such as looking at the website of their new school, discussing what to expect when they go to high school (such as changes of rooms for each lesson) and what to do if they need to ask for help. In addition, pupils with SEN who are supported by Ladywood Outreach Service and who are transitioning to mainstream high schools will receive additional transition support provided by Ladywood Outreach Service. Pupils with an EHCP at the start of the autumn term in Year 6 will have a Person Centred Transition Review as soon as possible after they move into Year 6. The SENCO is happy to meet with parents prior to their child joining the school.

## **5.8 Our approach to teaching pupils with SEN**

- 5.8.1 A whole school approach is fundamental to the school's policy for children with SEN. All staff work together to develop and review the provision for pupils with SEN. The SENCO is available to provide support for staff on identifying, assessing and providing appropriate provision to meet a child's needs using advice from outside agencies as necessary.
- 5.8.2 Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- 5.8.3 Quality First Teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
- 5.8.4 We also currently provide the following interventions:
- i. Speech and Language Therapy (provided by specialist SALT professionals)
  - ii. A package of interventions are provided by Ladywood Outreach as a Traded Service, these are matched to the needs of groups of children in individual classes and include 'Oral to Written Narrative' and 'Emotional Regulation'.
  - iii. Interventions provided by the Occupational Therapy Service to improve fine and gross motor skills
  - iv. Social communication interventions provided by Ladywood Outreach Service
  - v. Lunchtime nurture groups to support needs including social, emotional and mental health needs
  - vi. Targeted English interventions, for example, Toe by Toe to support reading difficulties, additional phonics and spelling support
  - vii. Targeted maths interventions to address gaps in learning, working with the school maths scheme, work is selected from a prior year group to revise and revisit earlier concepts

## **5.9 Adaptations to the curriculum and learning environment**

5.9.1 At Beaumont, we use best endeavors to ensure that pupils with SEND learn inside the classroom, alongside their peers. We aim for pupils to be supported in class by the Class Teacher and/or TA.

5.9.2 See also 'Accessibility Plan' on Main School Website under 'Policies' [Accessibility Plan 2006 – 2009 \(beaumontprimaryschool.co.uk\)](http://beaumontprimaryschool.co.uk)

5.9.3 We make the following adaptations to ensure all pupils' needs are met:

- i. Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, use of visual and/or practical resources, etc.
- ii. Adapting our resources and staffing
- iii. Using the recommendations and guidance in the Bolton SEND Handbook to make classrooms 'friendly' to particular needs (e.g. 'What makes an ASD friendly School/Classroom')
- iv. Using recommended aids, such as laptops, coloured paper/overlays, visual timetables, larger font, etc.
- v. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using visual prompts, etc.

## **5.10 Additional support for learning**

5.10.1 Quality First Teaching is used across school and teachers, working closely with teaching assistants, will endeavour to support pupils with SEN alongside their peers in class (see paragraph 5.2). Targeted interventions are provided as needed and when these need to be delivered outside of the classroom they are provided in short sessions and staff are mindful of timing so that children with SEN still have access to the same curriculum as their peers.

5.10.2 For pupils with an education, health and care (EHC) plan; that is pupils who need a more intensive level of specialist help that cannot be met from the resources available to schools to provide SEN support, additional hours may be awarded which can be used to provide an additional Teaching Assistant/Learning Support Assistant (LSA). While the class teacher maintains responsibility for the education of all children in the class, they will work closely with the TA/LSA to provide support for pupils with an EHC Plan. Teachers will involve the TA/LSA in the planning process, TAs/LSAs are informed of learning objectives for each activity, the needs of individual children, and their targets as identified through assessment for learning. It is the responsibility of the LSA's to provide feedback to the class teacher on the progress of individual children and of teachers to use this feedback to inform future planning.

5.10.3 The agencies and professional services that can be currently accessed by the school are:

- i. ACIS (Achievement, Cohesion & Integration Service)

- ii. Bolton Behaviour Support Service
- iii. \*Bolton Children's Adolescence Mental Health Services (CAMHS)
  - a. *\*SENCo can refer only after having a consultation with a practitioner on the Single Point of Access pathway.*
- iv. Bolton Information and Advisory Service SEND (Previously Bolton Parent Partnership Service)
- v. Bolton Integrated Health and Wellbeing Service
- vi. Bolton Parent Carers
- vii. Bolton Pupil and Student Services
- viii. BSCIP (Bolton Social Communication and Interaction Panel) for autism assessment
- ix. Children with Disabilities Social Work Team
- x. Early Intervention Service (school attendance)
- xi. Educational Psychology Service
- xii. \*Integrated Community Paediatric Services (Previously known as Community Paediatrics and Children's Community Nursing)
  - a. *\*SENCO not able to make direct referrals to this service, any concerns should be discussed in full with the public health nurse. The BSCIP pathway is an exception to this.*
- xiii. Ladywood Outreach Service (supports the needs of learners from 2 to 19 years with a range of cognition and learning needs, speech language and communication needs and pupils with a diagnosis of Autistic Spectrum Disorder)
- xiv. Ladywood Specific Learning Difficulty (SPLD) Service, (The SPLD service is a fully traded service)
- xv. Paediatric Learning Disability Service (PLDS)
- xvi. \*Paediatric – Neuro-developmental (Neuro) Physiotherapy
  - a. *\*SENCO can refer but most referrals are made by a health professional given the physical needs of the child*
- xvii. Paediatric Occupational Therapy
- xviii. Paediatric Speech and Language Therapy (SALT) team
- xix. School Nursing Service
- xx. Thomasson Memorial Sensory Support Service (support for children with a visual, hearing or multi-sensory impairment)

## **5.11 Expertise and training of staff**

5.11.1 Staff receive regular updates on SEN reforms and practice through staff meetings and via a 'virtual noticeboard'. Continued Professional Development (CPD) training sessions are provided throughout the year, these may be via the National College webinars, observation of external agencies (for example, SALT, Ladywood) or observation of another member of staff with expertise in a particular area. Staff are also directed to the Bolton SEND Handbook for links to websites and further reading in specific areas.



5.11.2 CPD training includes speech, language and communication for all, phonics, awareness of mental health and emotional and wellbeing needs and child protection. Staff also have opportunity to observe and liaise with other professionals to support pupils with a range of needs including pupils on the autistic spectrum, pupils who speak English as an additional language, pupils with specific learning difficulties such as Dyslexia or Dyscalculia, pupils with social and emotional needs, pupils with behavioural difficulties, pupils with speech and language difficulties, pupils with physical and co-ordination needs and pupils with sensory needs.

5.11.3 The SENCo meets regularly with new members of staff to discuss the role and the whole school approach to providing high quality provision for children with a special educational need. Teachers and Teaching Assistants receive regular training on specific areas current to their role each academic year. Additional specialist expertise will be secured through liaising with the professionals above as necessary and through the purchase of Traded Services where needed.

5.11.4 The current SENCO took over the role in September 2021, she has over 10 years of experience of teaching and supporting pupils with SEN and has shadowed the previous SENCO for 12 months prior to becoming SENCO. She has completed the NASENCO award which is statutory requirement for all SENCOs.

- i. The SENCO is allocated time to manage SEN provision.
- ii. There is a team of 8 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.
- iii. In the last academic year, staff have been trained in the use and implementation of the Bolton SEND handbook and pre-teaching vocabulary.

## **5.12 Securing equipment and facilities**

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. Resources may include deployment of staff depending on individual circumstances.

## **5.13 Evaluating the effectiveness of SEN provision**

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

- i. Reviewing pupils' individual progress towards their goals each term and meeting with parents to discuss these
- ii. Reviewing the impact of interventions each half term
- iii. Using pupil questionnaires/pupil voice
- iv. Monitoring by the SENCO

- v. Using provision maps to measure progress which follow the graduated approach
- vi. Holding annual reviews for pupils with EHC plans
- vii. Monitoring of progression and achievement through regular Pupil Progress Meetings

## **5.14 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

- 5.14.1 All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- 5.14.2 All pupils are encouraged to go on our residential trip(s).
- 5.14.3 All pupils are encouraged to take part in sports day/school plays/special workshops.
- 5.14.4 No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- 5.14.5 The Governors of Beaumont Primary School are responsible for entrusting the Head teacher, Mrs Postle, to ensure that disabled pupils are not being treated less favourably than other pupils, in a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. The Governors monitor and review the SEN policy and all other statutory policies as defined by the DfE.

## **5.15 Admission Arrangements:**

- 5.15.1 The school does not discriminate against the admission of pupils on the grounds of a special educational need and/or disability, where their differing abilities can be catered for within a mainstream setting and/or within the existing physical layout of the school building.
- 5.15.2 The school was built in 1973 and has internal steps, there is currently no designated space for pupils requiring personal care, however, as a school we are happy to discuss individual access requirements.
- 5.15.3 The SEND Code of Practice 2014 (paragraph 6.9) outlines the 'reasonable adjustment' duty of all schools under the Equality Act 2010 to make reasonable adjustments for pupils with SEN – this alone does not constitute SEN. Please see paragraph 5.1 'Sensory and/or physical needs' for more information.
- 5.15.4 See also 'Accessibility Plan' on Main School Website under 'Policies' [Accessibility Plan 2006 – 2009 \(beaumontprimaryschool.co.uk\)](http://beaumontprimaryschool.co.uk)
- 5.15.5 A child with an Education Health Care Plan (EHCP), previously known as a Statement of Educational Needs, who has Beaumont School named within his/her EHCP, will be given priority over other children, as detailed in the Local Authority's Admission Booklet. Admission arrangements for all other children can be found in school's Admissions Policy.

## **5.16 Support for improving emotional and social development.**

- 5.16.1 Pupils' emotional and social development is of paramount importance at Beaumont. 'Children are at the Heart of Everything We Do'. The Beaumont family endeavours to create a love of lifelong learning, grow healthy resilient minds and develop aspirational future citizens. Our children will make a difference by leading by example, showing tolerance and compassion within a diverse world and being an active and valuable part of society.
- 5.16.2 We believe that children learn best in a well-organised, calm and secure environment where purposeful and self-disciplined behaviour is expected. We want every child in our school to feel confident, happy and safe. We expect and celebrate high standards of behaviour at Beaumont. Praise and encouragement are used extensively by staff to reinforce these standards. The school's behaviour policy is available on the school website.
- 5.16.3 Pupils behavior at Beaumont demonstrates care, co-operation and respect for all through 'The Three Rights': Everyone at Beaumont has the right to learn, to be safe and to be respected'. We have a zero tolerance approach to bullying.
- 5.16.4 Weekly celebration assemblies are held where children are recognised for their achievements across the curriculum and also for our values and school characteristics of Resilience, Teamwork, Determination, Perseverance, Motivation and Aspirations.
- 5.16.5 Beaumont's SENCO and Pastoral Support Officer works closely with staff, pupils and parents to quickly identify and address and concerns
- 5.16.6 We provide support for pupils with SEN with their emotional and social development in the following ways:
- i. Pupils with SEN are encouraged to be part of the pupil voice groups/forums e.g. School Council and School Parliament.
  - ii. Pupils with SEN contribute to their 'Pupil Passport' with their aspirations and how they feel their needs are best met and what support they need
  - iii. All EHC Plan reviews are 'Person Centred Reviews' putting the voice of the child at the centre of the review
  - iv. Pupils with Social, Emotional and Mental Health difficulties and Social Communication difficulties are encouraged to be part of lunchtime nurture group to promote teamwork/building friendships
  - v. The Pastoral Support Officer works closely with teachers, pupils and families to identify early concerns and provide targeted interventions to support pupils who are experiencing difficulty with social and emotional development.
  - vi. The graduated approach is followed and, if the pupil does not respond to early intervention, we will consult with support services and health agencies through a multi-agency approach. This approach sometimes includes completing the Early Help Assessment to support the family as well as the pupil. This involves discussing the needs of the individual/family in school and planning together using the advice and support of other agencies.

## 5.17 Working with other agencies

5.17.1 Please see paragraph 5.8 'Additional support for learning' for details of the agencies that can be accessed by the school – full details of these agencies, including the support they offer and how to access and refer to these can be found in the Bolton SEND Handbook on pages 193-218.

5.17.2 In addition to the agencies in paragraph 5.8 the agencies listed below can be accessed through Bolton Together I-Thrive Offer 2-25 Years:

- Homestart HOST
- Bolton Toy Library
- Child Action NorthWest
- Fortalice
- Bolton Wanderers In the Community
- Action for Children
- Urban Outreach
- Zacs Youth Bar
- Bolton Lads and Girls Club
- Breaking Barriers North West

5.17.3 Full details and the referral form can be found at [PowerPoint Presentation \(bolton-together.org.uk\)](http://bolton-together.org.uk)

5.17.4 In addition, the school can make referrals to the Single Point of Access with concerns about mental and psychological health needs. Full details can be found here [Single Point of Access \(SPOA\) | Greater Manchester Mental Health NHS FT \(gmmh.nhs.uk\)](http://gmmh.nhs.uk)

5.17.5 The following link provides access to a directory of services to support SEND in Bolton: [My Life in Bolton - a directory of services in Bolton - activities, events, things to do and what's on](#)

5.17.6 For families needing additional support, including where there are safeguarding concerns/concerns that a child may seriously harm themselves due to mental health difficulties, referrals should be made to Bolton's Integrated Front Door (IFD). Early helps will be triaged by the IFD and directed to the most appropriate service. Full details can be found here [Worried about a child? – Bolton Council](#)

5.17.7 Information collected about a child's SEND will be treated as confidential and stored in accordance with the school's Data Protection Policy. SEND information will only be communicated to appropriate persons with the knowledge and agreement of the child's parents, the Head Teacher and/or the SENCO once an Early help form is completed.

## 5.18 Complaints about SEN provision

5.18.1 The School follows Bolton's LA procedure for dealing with complaints.

5.18.2 If parents of a child with SEN have a complaint they should arrange a meeting with the SENCo who will aim to resolve the issue, if necessary involving the Head

teacher. More complex issues may be referred to the Bolton Information and Advisory Service SEND (Previously Bolton Parent Partnership Service) service. If still dissatisfied, parents would have the right to address the school's SEN Governor for consideration of their case by the Governing Body.

NB: This SEN policy should be read in conjunction with the School SEN Offer, PSHE and SMSC policy and Safeguarding policy.

5.18.3 The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **5.19 Contact details of support services for parents of pupils with SEN**

Bolton Information and Advisory Service SEND Telephone: 01204 848722 Email: [iasoutofhours@outlook.com](mailto:iasoutofhours@outlook.com) Website: [www.iasbolton.com](http://www.iasbolton.com)

## **5.20 Contact details for raising concerns**

Dale Sumner (SENCO) Telephone: 01204 652149 Email: [office@beaumont.bolton.sch.uk](mailto:office@beaumont.bolton.sch.uk)

Stacey Postle (Head teacher) Telephone: 01204 652149 Email: [office@beaumont.bolton.sch.uk](mailto:office@beaumont.bolton.sch.uk)

Susan Leach (SEN Governor) Telephone: 01204 652149 Email: [office@beaumont.bolton.sch.uk](mailto:office@beaumont.bolton.sch.uk)

Bolton Information and Advisory Service SEND Telephone: 01204 848722 Email: [iasoutofhours@outlook.com](mailto:iasoutofhours@outlook.com) Website: [www.iasbolton.com](http://www.iasbolton.com)

## **5.21 The local authority local offer**

5.21.1 Our contribution to the local offer is: Please see school website for Beaumont Primary School's SEN Offer

5.21.2 Our local authority's local offer is published here: [Home – SEND Local Offer \(bolton.gov.uk\)](http://bolton.gov.uk)

## **6. Monitoring arrangements**

6.1 This policy and information report will be reviewed by Suzanne Wilkinson (SENCO) **every year**. It will also be updated if any changes to the information are made during the year.

6.2 It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Positive Behaviour Policy
- Data Protection Policy
- Equality information and objectives
- Supporting pupils with medical conditions

# Appendix 1

## SEN Support in Schools

